

Vol. XXIX, No. 3

MILWAUKEE, WIS., JUNE, 1929

SUBSCRIPTION, \$2—PER YEAR

Current Educational Notes

By "Leslie Stanton," (A Religious Teacher)

ADVICE TO YOUNG WRITERS.—Now that punctuation is a subject whose rudiments are taught in the grade schools, along with other matter fundamental to the expression of thought in English, it seems hard to believe that there have been famous authors who were unable to punctuate correctly, but there were many such as recently as a generation ago.

Occasions arise when careful punctuation of a sentence is essential to prevent misunderstanding on the part of the reader, as in the example which was a favorite in the text-books of long ago: "King Charles the First walked and talked three days after his head was cut off." Ordinarily, however, wise practice for every writer finding it necessary to be very careful about his punctuation for the sake of avoiding ambiguity is endeavor to reconstruct his language so that readers not only can but must get the sense at a glance, without reference to anything but the obvious significance of the words in the collocation in which they stand.

Here is the dictum of an expert, which every student of English composition will do well to commit to memory and strive to scrupulously respect: "True clarity springs from logical thought and construction." A well-constructed sentence almost punctuates itself; a badly constructed sentence may be made intelligible by commas, semicolons, dashes and brackets, but it will irritate the reader, and that is a thing always to be avoided.

MIND-TRAINING vs. MEMORY-TRAINING.—Commenting on the circumstance that there are teacher-training institutions using elementary text books for their courses, Dr. Charles H. Judd, of the University of Chicago, looks into reasons offered in justification of the practice and pronounces them insufficient.

One reason is that normal school students frequently find they have forgotten much of the arithmetic they studied years before, and need "brushing up." Another is that methods of teaching can most vividly and effectively be imparted by supplying to the young teacher, for the purpose of review, the identical material with which she will have to deal when she enters the profession.

Dr. Judd contends that "a group of teachers-in-training will make more progress toward complete understanding and mastery of multiplication by the study of the fundamental contrast between addition and multiplication than by merely drilling on tables." He insists that "more insight into the nature of number comparisons can be cultivated in

mature minds by the use of the graph than by doing a few problems in addition and subtraction." He is convinced that "the best review of arithmetic is through the use of number in higher forms of mathematical reasoning, the same thing being also true of other subjects taken up in institutions of teacher-training."

Much has been said of late regarding the importance of stress on mind-training rather than memory-training in the education of the young. Dr. Judd's observations on teacher-training seem not likely to escape attention.

A FEDERAL DEPARTMENT OF EDUCATION. The proposal for the creation of a federal Department of Education, with a Secretary of Education as a member of the President's Cabinet, has been before the public for many years and more than once debated at great length, the invariable result being the rejection of the plan on the ground that it would complicate educational issues with political issues, and do more harm than good. Indications are not wanting that its former advocates are preparing to bring it forward again, which is reason why those who distrust the scheme should be alertly on guard.

A locality where debate on the subject has been renewed is the State of Pennsylvania, and the following clear-cut statement of the vital objection to the plan appears in the editorial columns of the Wilkesbarre News: "No matter how carefully and discreetly a Department of Education may be operated in the beginning, before the story is all told it will inevitably step out from the role of advisor and tactful helper and undertake general supervision and management of education throughout the country. If it does not do this openly, it will do so indirectly and by the use of duress."

Can any thoughtful citizen doubt that this is a fair prognostication of what would occur? Can true friends of education refrain from the exercise of vigilance to avert it?

THE RADIO IN EDUCATION.—President Tigert of the University of Florida, who formerly was Federal Commissioner of Education, has completed for the American Academy of Political and Social Science a report on the part which the radio is performing in connection with education in the United States.

Reference to one of the most important uses of the radio in the schools—that of broadcasting music programmes especially arranged for the purpose of

instruction, at the instance of the Radio Corporation of America—was made in a recent issue of *The Catholic School Journal*. The reception of these courses is provided for in a constantly increasing number of schools as well as in colleges and other institutions of higher learning. Mr. Tigert estimates at from 12,000,000 to 15,000,000 the number of children who have come under the influence of this new description of musical instruction, their teachers co-operating with the Radio Corporation in making the programmes practically beneficial to the pupils.

In several instances State universities have taken up broadcasting more or less systematically. Thus, the Ohio State University broadcasts directly from the classroom, making available to outside listeners the instruction offered to participants in the sessions. Iowa conducts extension courses over the radio. The University of Minnesota is experimenting with this method in teaching foreign languages. The South Dakota State College is planning for the present year putting an entire college course on the air. The Alabama Polytechnic Institute broadcasts technical instruction.

New Jersey is said to lead all the States in the use of radio in its public schools, more than fifty per cent of those establishments being equipped with receiving sets and employing them for instructional purposes during school hours. Nebraska, with twenty-five per cent of its schools so equipped, comes next. Intensive work with the radio in the schools is reported from Oakland, California, where practically every subject in the curriculum has been made the basis of lessons by air.

As to the practicability of the radio in the classroom, professional opinion is by no means unanimous. Some authorities speak of it with unrestricted enthusiasm, while others regard its value as distinctly supplementary, and still others look upon it with disfavor, as an interruption to studies. A considerable number of teachers who appraise it as beneficial in the case of older pupils are doubtful of its desirability in the first six grades. Dr. Lighty, of the Department of Extension Teaching at the University of Wisconsin, is quoted as saying: "Radio in education has its greatest possibilities in the field of inspiration, interpretation, orientation and educational guidance. It arouses and stimulates curiosity, breaking down error, prejudices and other evils, through the broadening of men's horizons. It is this, rather than direct instruction, that is the big thing."

STUDENTS' READING.—Speaking of the extent to which the contemporaneous output of the press is thrust upon the attention of readers, a recent writer observes: "We are in no danger of overlooking it. The danger is rather that in the flood of new books, so attractive to the eye, and so loudly proclaimed to be works of great genius, we may neglect the older writers upon whom time, the surest critic, has set his seal of approval."

Those who at any period of life have made the attempt to keep up with the procession of "best sellers", have found themselves committed not only to an impossible undertaking, but to one which is not worth while. Not infrequently it happens that a book which "everybody" yearned to read when it came out is forgotten before the end of the year,

in which case those who failed to effect its perusal may well feel warranted in congratulating themselves that they escaped.

Neither students nor other people can afford to give valuable hours to volumes that good judgment weighs in its balance and finds wanting. What one reads in youth, if selected with wisdom, is useful not only for adding to information, but also for contributing to the formation of taste. Books without substantial merit cannot perform this part in the education of their readers. It is always easy for the student reader to secure mature advice that will prevent him from wasting time on the inferior when he might be devoting it with permanent benefit to the best.

SPECIAL EDUCATION FOR THE SUBNORMAL.—The extent to which special classes and special schools maintained at public expense in American cities are caring for subnormal and backward children at the present time is not generally appreciated. It is a fact that such classes are twice as many now as they were ten years ago, while the number of individuals for whose especial needs they are providing increased from 10,890 to 51,814 during the thirteen years from 1914 to 1927. These statistics have been collected by the United States Bureau of Education. It is pleasant to receive assurance that they indicate not an increase in the proportion of feeble-minded children as compared with the general increase of the population at large, but merely a liberal extension and improvement of facilities for affording this class of children the benefit of intelligent care and instruction.

Subnormal and backward children attending city schools, according to this official report, are usually of higher mentality than those in State Institutions. In State institutions the enrollment is about the same for both sexes, and a similar proportion obtains in private institutions, whereas the special classes in city schools attract approximately twice as many boys as girls.

An aim kept constantly in mind is to assist young people handicapped by backward or subnormal mentality to become self-supporting or as nearly so as possible in each individual case. With this in view, they are not taught only the usual academic subjects, but also are given instruction in music, household arts, agriculture, manual training, and several appropriate trades.

COST OF COLLEGE ATHLETICS.—Business managers and presidents representing denominational colleges to the number of seven were in attendance at a recent meeting where the subject of athletics was discussed in an informal way. All agreed that financing college sports requires more money than ever before.

Comparing notes, it was found that the average budget allowance for this item amounts to from ten to twelve per cent of all the funds disbursed—taking no account of money expended for sports which has come in as receipts from games.

Now and then, and here and there, crop out evidences of restiveness on the part of individuals charged with responsibility for educational fin-

(Continued on Page 125)

Kindergarten and Primary Teaching

By Sister Rosalie Teresa, O.C.D.

A BRIEF consideration of the Educational data of the Parochial schools reveals the fact that a great many of our Educational problems develop in the primary grades and are, more or less, connected with the missionary work. It seems opportune, therefore, that we devote a short time to the consideration of this phase of our school work, with the object of discovering the relative values of the methods at our disposal and their efficiency as a means to the attainment of the great end of Catholic education.

In the discharge of our obligations towards those little ones with whose mental and moral development Providence has entrusted us, we encounter many, many obstacles the most overwhelming of which have their source either directly or indirectly in the home, that institution whence, according to all the laws of God and nature, we may reasonably expect the fullest co-operation.

In many parochial schools special attention must be given to the education of children whose parents were neither born nor educated in America, and who are consequently deficient in a knowledge of American ideals. Many of those children come to us from the most wretched habitations, devoid of even the necessities of life, and where they witness little else than drunkenness, blasphemy and even cruelty. The school is the one factor in their young lives capable of exerting a lasting influence for good upon their future, but very often the seeds of vice have already germinated before they come under its influence. Our hearts go out in sympathy to these poor little unfortunates, and we feel almost compelled to do everything in our power to rescue them from neglect and crime and aid them in shaping their destiny for time and for eternity.

But if we transfer our attention for a moment to the case of the children of our modern American homes the situation, though not quite so obvious, is little better. The modern home has become a mere house. Children are entrusted to servants or more often to themselves until they are old enough to go to school. Religious and moral training receive scant attention if any at all. Consequently it is noticeable that with the great majority of Catholic children the first awakening of their religious consciousness takes place at about the age of six, or rather after their entrance into the Catholic school. There can hardly be any doubt of the fact that this is because they are then for the first time brought into a religious atmosphere. It cannot be that they are incapable of appreciating these ideas until they enter the school, for judging by the change that takes place in them during their first year at school, the influence of pre-school home-training would be greatly beneficial to them.

A recent study of the moral development of very young children has proved that the capacities of the child for moral and religious development are much greater than his opportunities during the pre-school period. How necessary it is, then, since the lack of religious atmosphere is so apparent in the home, that the child go to the Catholic school as soon as possible! There is no justification for deferring

beyond the age of five or six so important an experience as the awakening of the child's religious consciousness. Happily, the majority of mothers realize this, but if they could only be inspired to begin the religious training of the child at home, to begin it even when the little one learns to talk and walk, how much more efficacious would the primary teaching become, and how much lighter the burdens of the primary teacher. This would seem to call for some type of "moral clinic," which is entirely out of our sphere, but the question presents itself, "Is it not within our power to bring the beautiful ideals of religion into the lives of the little ones before they attain to the age when they usually enter the schoolroom?"

The most reasonable solution of this problem seems to be the installation of good primary and kindergarten schools. But simultaneously with this solution arise two new problems, in the form of demands for more teachers and more funds, and consequently while the importance of primary education is universally recognized many objections are raised against the kindergarten. It is generally looked upon as an unnecessary expense to the already overburdened parochial schools. High schools and grade schools must be equipped and provided for, so why consider undertaking this stupendous task of training children before the legitimate school age? These objections are most reasonable; but on the other hand when we consider that the first and foremost aim of Education is the formation of good citizens not only for Earth but also for Heaven, is not everything that proves an effectual aid in this great project worthy of our whole-hearted co-operation?

The Kindergarten or the "Garden of Children," as named by Froebel, is popular in Switzerland, Germany, England and other countries of Europe and promises to be an important institution in the education of America. It was first introduced into this country in 1873, when the first kindergarten was opened at St. Louis, and since then its progress as a factor in elementary education has been quite rapid. The United States now leads the world in its appreciation and care of children at the pre-school age, there being between five and six hundred thousand children in the kindergartens in this country, according to statistics in 1916. It is a part of the public school system in all of our large cities and the majority of the cities of the second, third and fourth class.

It is the general opinion of superintendents and primary teachers that the kindergarten child has advantages over the non-kindergarten child in good school habits, in wealth of ideas and power of expression, in power of observation and concentration, in responsiveness and obedience and in many other minor points. So beneficial has been the influence of the kindergarten upon the primary school that deliberate movements for the mutual adjustment of the two are becoming more and more urgent. It is proposed that the transition from one to the other be made less abrupt and that teachers for the kindergarten and primary be taught the same

essential things; in short that the kindergarten be no longer treated as a separate department but be made a part of primary instruction. Thus, appreciation of the value of the kindergarten has become so universal in our country that most Normal schools and not a few universities have opened departments for the training of kindergarten and primary teachers.

In this connection it would be well to consider the advantages of a like movement among the parochial schools, in communities where practically all the kindergartens are conducted by private individuals. It is not necessary to state that from a religious standpoint little or no benefit is derived from those private institutions. They are entirely incapable of compensating for the lack of moral and religious home-training. They supply children with a superficial knowledge or rather foundation in drawing, nature study, etc., but they are utterly unable to accomplish the vital task of cultivating those religious instincts that necessarily form the basis of the child's moral rectitude in later life. Unfortunately some of the children from our Catholic homes find their way into these private kindergartens, and this is precisely one of the facts that remind us of the necessity of a parochial kindergarten.

Then, as was mentioned above, we have a crying need for kindergartens in the localities where people of foreign birth make their homes. The great majority of the children from these homes are in the elementary grades. Many of them never reach the High School, in fact they are fortunate if they are given the opportunity of graduating from the Grades. Their home environment which is in many cases unfavorable to even their physical growth is a constant menace to the teaching they receive at school. Very often they attend the Public school until the time comes for them to prepare for their first Holy Communion, after which event their parents seem to take it for granted that during that one short period of instruction they imbibed sufficient religion to carry them on for the remainder of their lives, and, consequently we are compelled to watch them depart from the Catholic school with but a meagre knowledge of their obligations toward God and of the eternity for which they are destined.

It seems possible that the kindergarten in connection with the parochial school would tend very materially to counteract this tendency. If they come to us at this early age there is less possibility of their leaving the Catholic school, at least in the elementary grades; they receive the foundation necessary for an education based on solid principles of religion and morality; and their success in these years will be an incentive to their continuance in the Catholic High School.

We must therefore make a great effort to secure the proper education of our Catholic children during their first years at school. We are all aware of the deplorable lack of interest in our Catholic High Schools and Colleges. Many of our prominent Catholic people seem to be willing to sacrifice the religious birthright of their children for the apparent glamor and prestige attached to education in a secular institution. It is, therefore, one of the tasks of our elementary schools to stimulate an interest in Catholic secondary education. Our young people, during the most important period of their

lives need the training that only the Catholic High school and College can give them. We must then do all in our power to exert a gentle influence over them from the beginning of their school life, and the sooner we begin the easier we shall find the task. The success of the higher grades depends in great measure upon the foundation laid in the primary, for as the old adage says, "Well begun is half done." Many obstacles must be overcome, not the least of which is the necessity of more teachers and better opportunities for their training in the work of the primary and elementary schools.

It is beyond a doubt, then, that the kindergarten and primary grades require skillful and capable teachers specially trained in this line of work. It is unfortunate that, sometimes out of sheer necessity, young and inexperienced teachers are entrusted with the all-important task of forming the young mind during its most plastic stage of development. A teacher with a fair education may accomplish something in the upper grades without training, but in the kindergarten and primary such a teacher is doomed to make innumerable serious mistakes. She may not feel the need of a knowledge of cube root or of Einstein's theory of relativity, but without some knowledge of pedagogy and psychology her task will be a most difficult one. The problems of classification and instruction in these grades will challenge the intelligence of any teacher. Even with the most homogeneous grouping possible, there is still the need of a capable person trained in testing and noting individual differences, in order to get these little people correctly started in their climb up the educational ladder. The primary teacher must have a knowledge of motivation and correlation. She must see her work as a whole, otherwise it will be done in a haphazard fashion instead of with careful planning.

Many elements enter into the work of the primary grades, but to serve our purpose it will be sufficient to consider the importance of nature study as a factor in our missionary work of Catholic Education. Nature study has been defined as, "the learning in nature of those things that are the best worth knowing, to the end of doing those things that make life most worth living." In nature study as in every other science the aims and objective must be clearly evident to the teacher's mind so that her procedure be not an aimless one, but a conscientious striving to attain a definite goal, for the heart of education is purpose. The one dominant objective of nature study is the knowledge of nature which leads to nature's God, Who is the prime end of all Christian education. The teacher's knowledge of nature must be quickened by a deep faith that she may more intelligently and sympathetically mould the child's mind, and more truly interpret for him not only the world about, but his own proper relations with the Creator, creatures and civilization. The child must be trained to go through life with eyes wide open to the season's varied beauties, all senses keen to nature's wondrous endowments. Much of the so-called nature study in schools ignores this principle, and denies to the child the freedom to see for himself and be a participant at times in actual experience with concrete objects.

The actual content of primary nature study offers

(Continued on Page 145)

Individual Methods and Precautions

By Sister Mary Paula, S.N.D.deN., M.A.

THERE are many good roads throughout the material world, yet few, if any, can be left without danger signals. At divers points along the way some menace to life, or limb, or property lurks in the shadows; therefore, a red light is needed to warn the unfamiliar traveler to be on his guard. Similar conditions may be said to exist in the educational world, where every new method must have at least a few danger signals. The individual method of instruction is no exception to the general rule. Some of the possible situations requiring a warning signal for the guidance of experimenters with this method are here given.

First, a **misconception of the term "individual instruction."** The child must be permitted to instruct himself as far as possible. He becomes the teacher, but the person bearing that title is not a mere onlooker. She becomes the "environmentor"—to coin a word. She must provide plenty of self-instructive and self-corrective practice material; and so tactfully incorporate tests, that the pupils will ask for them as a favor instead of considering them a hardship. A hardship in the past, tests undoubtedly often were, because the teachers were either ignorant of, or unmindful of, the Law of Preparedness.

Second, **over-eagerness for immediate results.** The installation of individual instruction where the class method has been the practice, is always trying. It takes time for both teacher and pupils to adjust themselves to new conditions. Unless there is a special teacher for each subject, one would plunge oneself into a sea of discouragement by attempting to individualize all subjects during the first year of experiment. "Racing" should not be encouraged unless one has a group of shirkers who cannot be given the privileges of average pupils. Most children like to climb mentally as well as physically. They must feel that they are progressing step by step, and at their own rate. If all pupils are forced to climb equally fast, some will, undoubtedly, fall back exhausted. Let the teacher's syllabus and apparatus show an orderly arrangement of steps, and the pupils will joyfully mount them one by one if not hindered or pushed.

Third, **the use of too many devices.** Too many devices confuse children. Have what is necessary to teach and to check each stage of reading, arithmetic, etc., but no more. The making of didactic apparatus should be supervised by a trained teacher in order that it may not prove worse than useless. It might be well to say here that when a child is using a piece of didactic apparatus, questions or suggestions from an adult interfere with his thought. The questions should come from the child. Let a child discard his apparatus as soon as he proves that he has learned what it was designed to teach.

Fourth, **the omission of group lessons.** No entire day should be spent in individual work. There should be class instruction at opportune times; and social and creative activities should have a part of each day. Children must be given opportunity for co-operating smoothly with others, as well as

opportunity for developing their own individuality. Some phases of history, geography, science, and art need the stimulus of group enthusiasm for effectively arousing the individual. A live teacher foresees such a need and provides for it. Subject-rooms and specialists are desirable for educational efficiency in an individual school, but they are not absolutely necessary, as are good assignments and check-ups. Without the latter, failure is certain. It is a serious mistake to divide a class into "A" and "B" groups, meaning—and letting the pupils know that you mean—that the "B" group is inferior to the "A" group. Probably no child is inferior in every subject, nor is any child superior in every branch. Individual work prevents a blunder of this kind.

Fifth, **the inadequateness of the teacher.** Individual instruction requires teachers with far more skill and adaptability than the older class method required. The teacher must know child psychology, and be perfectly familiar with the subject she attempts to teach; for the day of the "morning lesson" for the entire class has gone forever. Each child has his own field to cultivate, and the teacher is expected to help him when some phase of the task is beyond his ability. The teacher must ever remain a learner. Miss Mackinder says truly, "No teacher worthy of her high calling ever ceases or completes her own education. As she grows wiser, she grows happier; and it is only the happy woman who should be allowed to teach children." Finally, to succeed with the individual, or any other educational plan, it is absolutely necessary that the teacher believe it. Indifference stultifies; enthusiasm vivifies. A teacher may have enthusiasm and yet lack vision. Not every one who has used the class method wisely can make a success of the individual method, which makes extra demands on the time of a teacher outside of class hours. To secure able men or women who are generous enough to give this time, is a problem that confronts administrators. The making of satisfactory assignments is no easy task; yet, upon the skill and understanding of the maker, the success of individual work depends. An assignment must be clearly expressed in writing, so that the pupil can "see ahead," as it were, and know the extent of the work he is about to undertake. It should be tactfully worded, so as to excite the child's interest, and to inspire confidence in his ability; it should, therefore, be reasonable. Special care is needed if a time limit is set. Miss Parkhurst says, referring to the sample assignments given in "Education on the Dalton Plan": "The assignments are not split up into definite daily requirements. To do so would rob the pupil of interest and of the necessary freedom in organizing his time." While the style of assignments may vary, the same meaning should be attached to the terms used throughout the same school system. Opinions differ as to the advisability of giving the pupils an entire subject-contract at the beginning of the year. Some teachers believe that the pupils concentrate attention better on a monthly assignment, whereas a whole year's work

confuses them, or makes them try to grasp too much in a short time. Each teacher must decide for herself which is the better way.

THE RESULTS OF OBSERVING THE DANGER SIGNALS. Where the individual method has been introduced gradually throughout the grades and the junior and senior high schools, the teachers will, undoubtedly, believe that the chief advantages of the Dalton Plan have been well summarized by the distinguished educator, Dr. Kimmins, as follows:

- a. The natural cultivation of the 'will to learn.'
- b. An increased interest in school life due to the children taking a more active and intelligent part in their own education.
- c. The development of a greater sense of responsibility in consequence of the children's possession of freedom to work along lines determined by themselves.
- d. The more harmonious and intimate relations between teacher and pupil, and the disappearance of any necessity for the employment of disciplinary methods.
- e. The special opportunities offered to children of widely different types of mental ability.
- f. The social effect of children organizing their own work, forming sound judgments, cultivating resourcefulness, and co-operating with others as a preparation for after-school activities.
- g. The solution of the problem of the child absent from school for a period."

Even this list of advantages needs a danger signal; because an inexperienced teacher might interpret too literally, "children's possession of freedom to work along lines **determined by themselves**," and, "the disappearance of **any** necessity for the employment of disciplinary methods." One must ever bear in mind that a teacher is not employed to be a mere ornament in a classroom. Her mature mind must direct, but not impede, the development of the child's immature mind. As for physical control, a certain amount of it will always be needed until the child has become a man or a woman. What constitutes school discipline, however, is still an unsettled question among educators. If there is any term in our language that calls for a satisfactory expanded definition, it is the oft-used and oft-misused term, school discipline.

As "the proof of the pudding is in the eating," so the proof of a method is in the using. A short time ago, a teacher of a primary class was obliged to be absent for one session. A college graduate, who did not know how to direct individual work, was sent to replace her. All seemed to go well for a while—at least from the substitute's point of view—until a little girl stepped up to the desk, and said, respectfully, but with an air of concern: "Sister, aren't we going to have any school at all to-day?" Sitting still and listening to other folks' talk, was not "school" to her; nor will it be to any child who once experiences the joy of real work whereby he teaches himself and becomes less and less dependent upon adults. An eighth grade boy writes: "When the individual method was first introduced into our school, I thought it was the most foolish thing I had ever heard of; but now that I know where to find information, and realize how

much I can do for myself, I have not a dull moment, and look for no other fun in school."

"These, and similar comments, lead us to believe that both pupils and teachers who have persevered in their experiments, are well pleased with the results of individual instruction, and are not afraid to recommend it to others with this injunction: Be patient. Rome was not built in a day, nor was the class method perfected in a year—no, not even in many a decade of years. The individual movement in education—like other great works—must develop gradually. Let us proceed courageously, but slowly, ever watching for possible Danger Signals.

SOCIAL AIMS IN TEACHING CIVICS.

By Sister Mary Octavia, O.S.D., Ph.B.

(Concluded from May Issue)

THE POST OFFICE DEPARTMENT.

THE coming of the postman furnishes the occasion for the introduction of an elementary account of the Postoffice system. The postman with his mailbag is everywhere in these days. He is a thrice told tale every day to the children in the crowded cities, and an anticipated event to those who live on the county farm, who are watching for the little wagon that stops at the letter box at the end of the lane. The narrative of how a letter travels, when once the U. S. postage stamp is placed in the corner of the envelope, can be made a story most thrilling when presented in a vital manner. Autobiography of a Two Cent Stamp.)

Have you ever visited the Post-office?

Why are you not allowed to go behind the scenes and watch the handling of the mail?

Why should there be such strict laws and regulations?

Do you know when a Post-office was first established?

What has made it grow so tremendously?

How is the mail carried?

What are the modes of conveyances?

What is meant by the government letting out contracts

What is meant by first class, second class and third class mail?

Have you ever received letters by rural delivery?

How long has the Parcel Post been established by the National Post-office Department?

Topics for the Blackboard:

Post-office Department:

Postmaster General—Supervisor of all postal service work, establishment and discontinuance of all post-offices.

First Assistant Postmaster General—In charge of international postage, relationships with steamship lines, official appointments, stationery and blanks.

Second Assistant Postmaster General—In charge of letting out contracts for mail carrying, choice of modes of conveyance of mail, regulation of times of arrival and departure of mail-offices distributing.

Third Assistant Postmaster General—In charge of Dead Letter office, stamp department, financial business.

Municipal Postmasters—Appointed by National Government; have general charge of municipal postal service;

Four Classes of Post-offices:

Duties in charge of finances,

Sale of stamps.

Stamped envelopes.

Newspaper wrappers.

Special delivery and Registry stamps.

Money orders and Regular Letters.

Accurate Account of Number of Mail Sacks and Delivery Pouches sent out and received.

In large cities the Superintendent of the Mails relieves the postmaster of this work. The Superintendent of delivery in large cities has charge of all letter carriers,

(Continued on Page 136)

Educational Value of the Short Story

By Sister Egbert, G.N.I.H., M.A.

WITHIN the brief space of two decades the study of English has leaped from an inferior place in our educational scheme to the foremost on the curriculum of every High School, College and University in this country. It is the one subject taught in all; and, no elective can take its place. Heretofore, no special teacher was required, but the English courses were distributed indiscriminately among the various teachers to suit administrative convenience. Today, highly specialized teachers are required and carefully planned courses are skillfully carried out. The various fields of literature, drama, poetry, essay, biography and fiction are introduced to the high school student during his course. The achievements of the great artists are laid before pupils, and they enter into sympathetic relations with the makers of literature.

As a highly artistic form of literature, the Short Story with its long history and admirable technique has not yet reached the high place in the educational plan that it deserves.

The modern Short Story is defined as "A dramatic narrative producing a single effect." It is also "the disentangling of a complicated situation so that a single effect is produced." It is of the greatest importance that the Short Story produce a single unified impression on the reader, and herein lies the principal line of demarcation between the Short Story and the novel.

Although the Short Story, as a particular branch of literature, is a creation of the nineteenth century, its family tree may be traced to the ancient fables, legends, anecdotes, myths, epics, parables and allegories. It is a gratifying fact that the Short Story, although begun in the crude stages of man's development, has gradually unfolded age after age, widening its possibilities and becoming more and more a flexible and moral literary force.

In the beginning, a story was told with one purpose in mind; namely, to give joy to the listener. Used merely as entertainment, it sacrificed all unity and totality of effect. There are excellent short stories in the Bible, but they do not come under our modern classification, because they create more than a single effect. The great stories of Greece and Rome, such as the Aeneid and the Iliad, are epics slow in movement and loosely organized. The English geniuses in later centuries inclined towards the long, leisurely novel. They showed a great desire to elaborate, and the result was partly treatises and partly histories. The popularity of the drama greatly affected the story telling of the seventeenth century; but, as the Puritan, the deadly enemy of the drama, waxed strong, the drama dwindled into comparative insignificance, and, with the dawn of the eighteenth century, yielded its place of prominence to the essay.

In the nineteenth century writing underwent a decided change. Puritanism, which had frowned upon the novel as well as the drama, was losing its influence. The new novelists thought it best to use strategy in order to break down the long existing prejudices and build up a clientele. It came disguised as moral instructors, as character builders,

as studies of life, as historical narratives. The holiest Puritan could read Uncle Tom's Cabin and the Hoosier School Master without any qualms. Though there were novels before this era, it was not until the nineteenth century that we find evidence of the modern short story. It has been said that the short story was fathered by the essay and mothered by the Elizabethan romances. However, it is the child of the nineteenth and twentieth centuries. The whole busy spirit of the age tended to the curt, the terse, the concise. There was a spirit of intensity everywhere that called for short efforts. The day of the dignified and leisurely novels had gone, with the generation of stately bows and minuets. In this age of speed, we demand rapid analysis of character, and explanations of human motives. The answer to this is the modern short story.

Although adopted by other countries, it is truly American. Washington Irving had undoubtedly sowed the earliest seeds of the modern short story. He utilized much of the romantic material of which his generation was so fond, and, with classic grace, wove it into stories of which all Americans are proud. He created the admirable characters of Rip Van Winkle and Ichabod Crane, blending delicate humor with stirring romance, but neither bears the earmarks of the genuine short story—they fail to give a single impression.

Edgar Allan Poe added art to the sketch. He attempted to do in prose what the romantic poets of his day were accomplishing in poetry. That was an intense excitation of the emotions produced by reading the highly sensuous poetry of Keats. He added unity of impression, verisimilitude of detail, matter-of-factness, and finesse, and, like Hawthorne, threw over it the atmosphere of his own personality. Poe evolved the form deliberately. In his review of Hawthorne, he laid down the principles that may be considered the first essentials of short story writing. "All art is short breathed. A long poem is a tour de force against nature. A unit of measure in fiction is the amount that may be read with undiminished pleasure at a single sitting."

"The Cask of Amontillado" and "The Fall of the House of Usher" illustrated the principles laid down, and the vivid emotional effects which the narrative makes upon the imagination of the reader. France adopted Poe's principles, and, with the adoption of these principles by France, the vogue of the short story began.

Hawthorne and Poe were contemporary masters of the art of the short story; yet each was absolutely independent of the other. Poe cared chiefly for emotional effects, while Hawthorne moved in a world of moral thought, colored slightly by emotion. The art of Poe was always in the foreground. Hawthorne, true to his Puritan training, dealt with sin in its relations to salvation. The introspectiveness of the Puritan was a prime characteristic of the great creative artist. He portrayed the weird, the majestic, the terrible with equal skill and tremendous force, their moral intensity giving them a weight and majesty unequalled in the history of the

short story. He is one of the outstanding figures in American literature, and, with Poe, the master of the short story.

Brete Harte is another notable figure in American literature. He applied the technique of Poe to American life, and, to some extent, combined the emotional effect which Poe desired the short story to have with the distinct situation in Hawthorne's fashion, and this established what is the normal method for the later short story.

Harte's stories crystallized the wild, free life of the mining camp. "Tennessee's Partner," "Luck of Roaring Camp," "Poker Flat," made Brete Harte famous both in England and America. He introduced local color into the short story and made popular the impressionistic variety here.

As the short story belongs to America, it admirably suits our cosmopolitan life. This important fact cannot be overlooked. There are some ten odd millions living within the borders of the United States. Approximately five out of every ten live on farms and out of the way villages. The interests of these people rarely extend beyond the church news, their fields, their cattle and products, and the Saturday night gossip at the cross roads. There is another million of the shrewd prosperous Americans of the older type who have been through high school and, perhaps, college; we find them enjoying the proceedings of Congress, the President's message, and the Pope's encyclical. Their winter evenings are spent attending extension courses. We have the wide awake business man—one of the most characteristic American types, who, more than any other single class, has shaped American ideals and culture; and, though his influence is waning, he is still a power in the land. From his comfortable home, he judges the world with the helpful assistance of the monthly magazines, whose pages are penned with these readers in view. We have also the more intellectual class—professors, doctors, clergymen, lawyers, senators and judges from the centres of highest culture. Within this group we have a great variety ranging from the minister's wife to the Hollywood star, and from the Methodist preacher to the Italian atheist. Some of these classes are as far removed from each other intellectually as Boston is removed geographically from the jungles of Africa.

All these busy groups demand a literature to satisfy their manifold tastes. As time is so important, they look for "multum in parvo." The varied types of the short story admirably supply the demands of widely different classes of readers. It is a form of writing excellently adapted to our over-worked generation. In the half hour allotted to the perusal of the short story one obtains a great deal of literary pleasure.

In order to endure, this type of literature must be artistic and original; and, though by its nature it must be artificial, this artificiality must be skillfully concealed. A pleasing fact about this type of writing is that it need not hold any love interest, and comparatively few deal with it. This alone recommends it for use in high schools.

This type of prose composition aims to produce a single impression by concentrating the vivid detail of an action in a single situation. The distinguishing features of the short story are brevity

and concentration. The main purpose of all narrative writing is to produce an effect—that of the short story is to produce a single effect. Like the camera, it catches the situation at a given dramatic moment. This produces a struggle or an emotion of some kind which interferes with one's present state of mind, and brings forth a response or conflict. This struggle may be man against the forces of nature, as a captain of his ship against the storm. It may be a social conflict, as Cassius against Caesar. It may be psychological, as Macbeth against the forces of evil. The conflict may be the individual against his environment. But whatever its nature, it must lead up to the climax or moment of suspense which turns the fortune of the hero from good to evil or vice versa. In this form of literature the time element is not so important as in other forms; it may or may not be specified. The place may be more or less indefinite, the characters few—one or two major characters; but the single impression must be well stressed. This may be atmosphere, as in the case of the "Fall of the House of Usher" by Poe; it may be plot, as in "The Cask of Amontillado" by the same author. It may be thematic, that is, the story which centers more and more on the truth of life, as "Kipling's Thrown Away," or character stories such as "The Father" by Bjornson.

In this way the Modern Short Story has been elevated into the realm of literature by the exquisite art of Poe, Hawthorne and Stevenson; and, though its form has been adopted by other countries and widely used by such artists as Wells, Galsworthy and Chesterton, the American short story still maintains its superiority through adhering closely to American tradition and technique.

Thus the short story attracted the masters of composition, and many have adopted it as their exclusive field. Built along proper lines, a story may be a missionary, carrying with it a sermon in attractive attire. Thus disguised, the lesson it carries may reach the hearts of many who never enter a church. In this way, on account of its brevity, it may be more potent for good than its more pretentious sister, the novel. Again, the single effect produced by the Modern Short Story gives more time for contemplation as well as time for predominant impression.

In Honor and Glory of God

If we grasp the truth that physically or spiritually we can do nothing without God, it will be easy for us to realize that the hidden life of contemplation and prayer, the life of the Blessed Teresa of the Infant Jesus is the life of the highest service to humanity. O dear little Flower of Jesus, let fall from heaven thy shower of roses that this, our age, may return to the knowledge of God, and that this, our land, may bloom as the garden of God. Let us build our schools, our colleges, our Universities, our homes for the orphan, the aged, the sick, and the fallen, but let us in this consciousness of the need of God, of His truth, of His grace, build here and there houses of prayer like the cloister of Lisieux, and let our young men and women consider this modern saint, Blessed Teresa of the Infant Jesus, and realize that in her beatification the Church of God tells our Twentieth Century that in her hidden contemplative life, the highest glory is given to God, and the highest service to humanity.

Commencement, let us remember, is not an end but a beginning. The classroom is, at best, a preparation. It fits the student to think accurately and logically. The benefits derived from the classroom training are not the "marks" in examination, but the practical application of the principles learned while in the high school or college.

The Papacy and the Founding of Democracy in America

By Charles H. McCarthy, Ph.D.

THE attitude of American Catholics toward their state, a time-honored theme, is once more attracting the attention of scholars, real and reputed. The scope of their researches includes an ample selection of topics. Amongst them will be found excerpts from textbooks, quotations from pastoral letters, passages from papal pronouncements, and, it may be, principles distilled from the decisions of distant synods. In short, battalions of subjects have been mustered. Strange to remark, the phase of this interesting question that has been passed over, not only without emphasis but even without observation, is the report of *history* upon the attitude of Catholics toward the establishment of democracy in America. To students of that science this omission appears to be extremely significant. Doubtless, as one of Shakespeare's sonnets puts it, the dyer's hand becomes subdued to what it works in, and for that reason the historian may be suspected of believing that no considerations are of worth except those assembled by his own science. It may, indeed, be admitted that those who live too much in the past are unable accurately to measure the forces that move their contemporaries. They are not, however, disabled for judging, because they best know what past happenings serve for instruction. Moreover, in reality this is a subject for historical inquiry.

In their assemblies Catholics have never seen the strange folk laboriously shaped in certain theological seminaries. They are persuaded that those artificial creations are but phantoms which in the wide space separating Catholics from non-Catholics have been formed by fear, by prejudice, by hatred. The comments in current periodicals make it plain that in some of our educational institutions there are offered to students justifications of the contemporary discrimination against Catholic citizens, a discrimination not imposed for anything that they have done, but apparently for what it is pretended they may be expected to do. In its luminous pages history shows that oftentimes conquered peoples have been punished for what they did against the victors as well as for what it was feared they were going to do. It is likewise evident that in recent times the dominant national group has been accustomed to engross in its own membership the highest honors and the richest rewards. The annals of the modern world furnish proof that nationalists, masquerading as patriots, have but a distant interest in the welfare of any nation, though they have immeasurable affection for the success of their own faction.

Many students of history are puzzled to explain why certain contemporary writers have confined their inquiries to an examination of the assumed opinions of Catholics instead of making an investigation of their conduct as illustrated by their services to this state. These are objective facts that for plain people require few comments and for the scholarly none at all. For the convenience of busy citizens these data should have been assembled. Seeing that they are conspicuous and indestructible, it does not seem to have entered the head of anybody familiar with

our history that their existence would ever be questioned. Therefore, they lie scattered over the ample field of American annals. They are occasionally alluded to, it is true, in holiday orations, but there has never been put into shape any systematic presentation of this subject for the use of those who lack the leisure for research. Justice itself could not choose a time more appropriate than the present for bringing them to public attention. Does this writer really believe that any collection of data would influence the feeling toward American Catholics of those persons who would continue the old disabilities and to them add new penalties? He does not, for he is convinced that those who with meagre information have dared form any positive opinions are intellectually incapable of either reading or interpreting history. Upon the basis of hatred, an emotion so destructive that it has never led an individual to greatness or a nation to grandeur, there can be little mental growth and no intellectual development.

Regardless of public records, the authoritative spokesman of Atlanta will through all his days believe, and continue to assert that *there was no Catholic in the American Revolution*. This exterminating masterpiece of historical erudition has everywhere imposed silence upon the whispers of fairness. For this reason no extended inquiry is here attempted. The following paragraphs barely suggest the relation of Catholics to the American Revolution and the failure of the papacy to punish them for their practical interest in democracy.

One of the early acts of the Continental Congress was the appointment of three leading citizens as commissioners to Canada, namely, Benjamin Franklin, Samuel Chase, and Charles Carroll of Carrollton. These gentlemen were instructed to win over its people to the support of the American cause. Accompanying them was the Reverend John Carroll, a maternal kinsman of Charles Carroll. He had, it is true, no public character, but at the instance of several influential statesmen, who believed that his connection with the envoys would strengthen the commission, cheerfully undertook the arduous journey. The failure of that mission, a familiar fact, was due, as is well known, to the colonial condemnation of Great Britain for having passed (1774) the Quebec Act, an opposition indicating that in the matter of religious privileges the Catholics of Canada had less to expect from an independent United States than they were enjoying under victorious Britain, which in war had conquered them eleven years before.

As viewed by Bishop Briand, of Quebec, religious freedom under England was a privilege in possession, and one for which he felt grateful. On the other hand, the agitation in the colonies made it doubtful whether American success might not diminish the rights of his people. In the matter of freedom of worship, it is true, the American Congress was more liberal than were the State legislatures which had appointed its members. If Americans now find it difficult to believe that the government of George

III was in the matter of worship more tolerant than the colonies, the explanation may be found in the fact that one of the authors of the Quebec Act was Edmund Burke, in his time the most eloquent and enlightened champion of oppressed groups and oppressed nations. Another of its authors was Lord Mansfield, of principles less broad, indeed, but little inferior in ability. We can believe that the grave accusations of the unrivaled satirist *Junius* were heightened by the fact that his lordship was a Scot with a strong ethnical interest in North Britons. The King himself was the third and, of course, the most influential of the authors of the Quebec Act. This just measure won the gratitude of Bishop Briand, though, as is known, not that of all his priests or of their flocks.

This is not the place to describe or to appraise the services of the two Canadian regiments that entered the American army. By the attrition of war they were ultimately wasted away. Not many survived so late as the battle of Stony Point.

For striving to promote the cause of democracy in America, history reports no discipline by Rome of either Charles Carroll or the Reverend John Carroll. In fact, years afterward the latter was advanced in the American church and finally consecrated archbishop of Baltimore. Knowing of his offense, because it was on record and fresh in memory, why did Rome permit his elevation to the hierarchy?

Even school books make it plain that the first treaties entered into by the United States were made with France, a Catholic nation, and though abundant opportunity offered, no one of the ruling class in France was ever questioned by Rome for assisting in the establishment of American independence. Rochambeau, believed in Paris for a season to have been the conqueror of Cornwallis, would have been a shining mark for papal resentment, but he seems strangely to have escaped punishment or even censure.

If one is interested in knowing in what places and in what numbers the army and the navy of France served the cause of American independence, it would be well to examine *Les Combattants Francais, de la Guerre Americaine* (1778-1783), a work printed December 18, 1903, under a resolution of the United States Senate. It was originally compiled by the French minister of foreign affairs. That volume makes it plain that more than 45,000 Frenchmen on shore and afloat were fighting the battles of Great Britain's rebellious colonies, whose independence they had recognized.

The failure of the Pope to employ against those hosts the weapons in his spiritual armory is not easily understood, for both officers and enlisted men were guilty of the atrocious crime of promoting the principles of democracy and thus by their conduct reflecting upon monarchical systems of government. In the non-Catholic view the Pontiff, reputed to be vigilant, was either enjoying quiet slumber or lost in vagrant meditations, otherwise, on Protestant principles, he must have blasted the rebels.

Holland was finally dragged into the war against England. At the outset she had refused to loan to King George III, for service beyond Europe, the Scotch brigade. By diplomatic pressure Frederick the Great had urged the Dutch to enter the war, as he had already recommended the same policy to France. Of all the elements making up the population of Holland, Catholics were conspicuous for their sympathy

with America. Dr. Edler, formerly private secretary to Count Von Bernstorff, and therefore a good Protestant, is a competent authority for this statement. His conclusion will be found in *The Relation of Holland to the American Revolution*, a piece of research completed at George Washington University. Dr. Edler fails to notice any anger of the Pope at those Dutch Catholics who aided and abetted American democrats and who later had the effrontery to rejoice at their success. The Pope, it appears, did not suffer his repose to be disturbed by happenings in the distant Netherlands. Presently we shall see that His Holiness permitted other splendid opportunities to pass unimproved.

Count Alexander O'Reilly, the Spanish commander at New Orleans, contracted a firm friendship with Oliver Pollock, who, being Irish, and having the first name of the Lord Protector, must originally have been a Protestant. O'Reilly's brilliant successor, General Bernardo Galvez, continued that friendship for the worthy Pollock and in fighting Spain's battles inflicted upon Great Britain a succession of blows which proved a permanent advantage to the United States. In a series of carefully planned campaigns he won from England, Natchez, Mobile, Pensacola and other places. By 1822 the Floridas were easily acquired by President Monroe. Would that territory have been so readily obtained if England had been suffered to remain in occupation during and after the war?

While Galvez was effacing those centres of British power, he heartily co-operated with Pollock, who had been diligently sending up the Mississippi and the Ohio both supplies and men. Phelps, the author of *Louisiana*, in the American Commonwealths, gives detailed information concerning the friendly offices of Galvez. Once more the muse of history is silent as to the infliction of papal penalties. So far as is known, O'Reilly, who was nor General Galvez, who gave employment to the resources of England, dishonored by the head of their church.

The Spanish campaigns in the lower South suggest the not less brilliant work of Colonel George Rogers Clark in the West. After surprising Kaskaskia, on July 4, 1778, many of his Virginians declined to re-enlist, indeed many had forsaken his cause at Louisville. Their conduct compelled that gallant and resourceful commander to recruit among the French settlers. In persuading two companies to enroll for a new campaign the Reverend Pierre Gibault was a valuable assistant. Not less important was the purse of Francois Vigo, who financed the most arduous of Clark's campaigns, namely, the capture of Vincennes. In passing, it may be remarked that in 1876, Congress paid, on account of Vigo's loan, made ninety-eight years before, the sum of \$50,000 to the speculators who had bought out the rights of his heirs.

Of the 150 men that Clark led on the terrible march through the Drowned Lands almost one hundred were Catholics. Yet neither these people nor their priest ever heard the thunders of Rome, though they assisted in winning for democracy a region imperial in extent. They did, to be sure, irritate the Canadian bishop, though they do not seem to have interrupted the repose of the Pope. The contented millions now in the Northwest Territory believe themselves to be the most important part of this mighty nation, and truly Ohio, Indiana, Illinois, Michigan, Wisconsin,

to name less than the whole, are noble commonwealths. In winning the territory covered by those States, Catholics performed an honorable and useful part.

Catholic soldiers and sailors who assisted in winning splendid victories were likewise associated with non-Catholics in defeats only short of disaster. It will be remembered that there was a siege of Savannah as well as of Yorktown. Together, in the words of the poet, they welcomed the thunder and the sunshine.

Spain, as is well known, did not enter into an alliance with the United States, but after 1779 waged war against Great Britain. In the Spanish Main and elsewhere her armies and her fleets gave employment to powerful British forces. That subject need not now be discussed, though it should be remarked, as noticed above, that Spanish-Americans were extremely helpful. The precise nature of this assistance may easily be collected from the Oliver Pollock papers in the Library of Congress, where, as a compromise, they were placed by the Daughters of the American Revolution. In our era they are not likely to be printed, for the patriotic Pollock became a Catholic. Moreover, those records show the unquestioned friendship of Spanish-Americans, who, with few exceptions, were Catholics. This is not the time to publish anything to the advantage of Catholics.

We do not read that for aiding democracy any part of Spanish-America was placed under interdict, though by their conduct Spanish colonials, and for that matter Spaniards in the mother country, had given birth to reflections upon monarchical systems of government, by promoting the cause of democracy. They somehow contrived to escape all marks of papal displeasure.

In proportion to their numbers Catholics, in English-speaking America, rendered such services as their non-Catholic fellow citizens, creditably filling on land and on sea the posts to which they were appointed. From ship-boy and able-bodied seamen to captain they were connected in the navy with deeds of noble note. In the army they were to be found as drummer boys or as generals. *American Loyalists*, a work by Lorenzo Sabine, will inform the curious investigator of the church affiliation of the Tories. To nationalists in the lower South this would be discouraging reading. In a word, the presumable tendency of distorted doctrine points in one direction; the official records establish other facts.

If one were to consider another critical epoch in American history, such as the struggle for Southern independence, the story is still the same. The papacy was as friendly to the maintenance as it had been to the establishment of the Union. From 1861-1865, Catholics were not less efficient soldiers of freedom than were the brave men of other creeds.

Avoid False Economy

Some teachers attempt to economize on educational literature, trying to get along without subscribing for a periodical specially adapted to their professional needs. Time-saving methods and the advice of experienced educators on the many new problems of management and method constantly arising are facilities of educational progress that are cheap at almost any price. What is the merely nominal yearly outlay for the professional journal as against hours, days and even weeks saved by the general advancement of the class? A choice and tempting menu is offered the mental appetite by the Catholic School Journal in its monthly numbers.

LOOKING AFTER THE "FINISHED PRODUCT"

By Rev. E. F. Gareschè, S.J., LL.B., M.A.

"WE certainly do give our machines a first-class follow-up service," said the manufacturer. When a type-setting machine goes out of our shop, that is only the beginning of our work on it. Our name is a guarantee of service, and we have experts whose business it is to see that our products keep up to standard."

"It must be expensive!" said his vis-a-vis, who happened to be a college professor.

"Of course it is expensive," said the manufacturer. "It takes the whole time of some highly paid men to keep looking after the machines and see that they are always in apple-pie order. We have to charge a large percentage of the original price we receive to the account of service. Sometimes a machine will give us more trouble to keep it in first-class running order under hard stress of work than it did to make it and market it."

"Is it worth while?" said his friend.

The manufacturer said nothing, but looked volumes. In that eloquent look one read pity, surprise, and indignation. To ask a modern manufacturer of a valuable product which depended on its service for future sales whether it was worth while to spend money and effort to keep up the quality of that service! What a question!

The college professor confided to us afterwards that this brief conversation made him do what he called some very tall thinking. He had been a member of the staff of a college for two decades. During all that time he had been devoting all his efforts to turning out a product much finer, more precious, more essential to society than the carefully wrought, ingeniously adapted machines which his friend the manufacturer gave to an appreciative public. He had been working with human wills and intelligences, giving his laborious days to form educated men, trying to make each one of his boys that noble resultant of nature and training called a Catholic gentleman.

It had fallen to his share for the most part to deal with the boys during their last years at college. He had seen nearly a score of graduating classes go forth from the commencement hall with smooth, innocent faces, their hands grasping proudly the rolled-up diplomas which told that they had completed the course.

Every one of these boys represented far more important an investment of care, toil and thought and trouble than any of the complicated mechanisms of the manufacturer. Yet this dealer in senseless steel had expressed his unutterable solicitude to guard and keep the products of his factory in perfect order. "And what are all of us doing," said the professor to himself, "to safe-guard the choice products of our laborious years?"

By a curious association of ideas the thought of his pupils who had graduated year by year, with white diplomas clutched in their perspiring fingers, brought back to mind an ingenious cartoon he once had seen of graduation day. It was in the Greek manner—such a line drawing as one finds on Attic vases. On the one side was a whole troop of graduates, issuing from the academic portals, with wreaths of laurel on their brows, the rolled diploma brandished in each right hand, each toga neatly folded, and every graduate a pink of fine precision.

On the other side of the drawing, roared and swirled the angry sea of life, and there the graduates were seen again, launching each his fragile shallop on the waves. But oh what a different spectacle! Now the wreaths of laurel were askew, or tossing on the waters. The frail diplomas wandered down the wind. Every soul of the graduates was paddling with might and main to keep his shallop floating, and all the poise and confidence of graduation day was changed to a striving for very life against the angry waters.

The professor grew, increasingly thoughtful. "What," said he, "has happened to my boys since they have left school?" Some of them, he knew, had "made good" in every way and were a credit to the college that trained them. They were honorable men, industrious and dependable, good citizens and good neighbors. They were striving upward toward eminence, gathering influence which they bid fair to use worthily. They kept, too, their loyalty to the school, and came back to visit their old professors whether they were asked or no.

"Some machines" said the professor to himself, "run true without much tending. No need to trouble about

them." But his thoughts wandered off after certain others of his pupils, and the memory of them clouded his brow. They were good boys at school and he had had hopes of them. They had received the same care as the rest—a bit more, in some instances, because they had seemed to need more, while at school. When graduation day had come they went forth like the others, each one representing a precious investment of seven years of devoted work and solicitude on the part of the college staff. But after graduation—what had happened to them?

Unpleasant and unwelcome memories were the answer. He knew only too well the history of some. The world and the flesh and the devil had certainly had their way with them. Just at the doors of school, when the college had turned them forth as though they were a finished product and nothing more need be done for them, the thousand tentacles of that loathsome octopus called worldliness had slipped about them. Into what slimy and darksome caverns of disgrace and of dismay it had dragged them down! These were the ones that had needed tending and service. These were the fine product of education that required to be followed up, watched over, adjusted to working conditions—that needed "service" in the meaning of the manufacturer.

There was a residue concerning whom the professor knew nothing whatsoever. They had left school and vanished like the mists of morning. No one could say where they were or what they were doing. Perhaps all was well. Much more likely the fine machinery of their Catholic life which had been oiled and adjusted during college days had become clogged and had stopped running. How many of them had gone to the junk-heap, these precious products of so much care?

The professor grew disquieted. He weighed in his mind the consequence of the ruin even of a single life which had begun with such high possibilities and had been directed with such care and devotion for seven years. When such a piece of precious mechanism went wrong there was not only the loss and damage to one human life, there was the cheating of society of all the good which might have come from a life nobly lived. It weighed on his spirit. "How much wiser in their way" he thought to himself, "are some makers of machines than are some trainers of men!"

But, ah, the cost of following up and keeping in touch with all those many graduates during the dangerous years! From the day of their graduation until they had reached say thirty years they should have been planned for, organized, worked for, and worked with to keep the influence of the school and its training strong over them, to help and teach them to carry out in practice the noble principles they had learned at school. What a burden this would add to the already struggling staff!

"Almost anything can be done in the line of organizing," said he to himself, "if a man can expend the necessary energies. But it would require the setting aside of one or perhaps of several of the faculty to do this special thing. Is it worth while?"

As the question formed itself in his mind, there suddenly came back to him the face of his friend the manufacturer with the expression it had worn on hearing the same query, an expression indignant, pitying, surprised, even a little contemptuous that a reasonable man should ask such a question. The whole world of business was so convinced that when a man had made a good machine he should take an interest in its future, that it had become an axiom. Should not the same wisdom prevail in the business of training men—one of the most important works given to man to do?

An uncomfortable vision obtruded itself upon him. On the one hand he saw a great factory, where many men worked night and day to make machines. Out of its portals issued huge trucks which bore the finished product. But close on that product came from the same doors a band of keen eyed mechanics who followed after, saw each machine installed, tested its fitness, came back month after month to set it right again, adjusted every part, replaced whatever proved faulty, did everything that human effort could achieve to keep these clever devices spinning at their work.

On the other side he saw the portals of a college. And as he looked there issued forth a crowd of graduates. No machines were they, but something infinitely more precious and in a way endlessly more in need of tending young men in the full flush of youth with opportunity and

hope and expectation beckoning them on, but with the devil, the world and the flesh tugging them mightily and human weakness and passion helping too. Out of the shelter of the school they were rushing to stand the test of life, the test of use, of trial, of temptation.

He looked instinctively to see whether a similar throng of keen eyed experts were following fast upon these precious products. He knew, none better, how many perplexities and solitudes there were to keep the curators of youth within the walls of their college. Was it worth while to take the added care of following up these young adventurers? But now the professor smiled at his own question. "Worth while for machines," he said, "and not worth while for human souls?"

SOME THOUGHTS UPON DEFICIENCIES IN THE MODERN EDUCATIONAL SYSTEM.

By Rev. F. Jos. Kelly, Ph.D.

EDUCATION has become in our modern era one of the most important features in public life. It has always been one of the greatest matters of concern, and will remain the most important affair; inasmuch as it is the conscious motive for the ennobling and training of the human race, the effective means for the attainment of its destiny.

Education, however, only gains the shape of a leading question by dint of the practical necessity which makes it a systematic task in public life, since religion, politics, science and art make their claims felt. Moreover the different religious bodies, the philosophical schools and the social classes of all kinds, seek to secure themselves influence by the aid of this question, as a medium of forming the future. That such is done in our days in a progressive manner, results from the general change wrought in public life, from the increased interest of a steadily growing public interest in the common affairs of society. Since the large masses of the people have begun to steadily attain power, the fate of society becomes more and more dependent on the manner and degree of education which they receive. Education will become the most important factor, and the reform of education the only true key to all other questions and reforms.

In consequence of this, our reform movement gains more and more headway in the conviction that by a generally improved national education the true foundation can be laid to thoroughly heal the many imperfections in the life of the state, as well as in social and family life, and thus secure to our posterity a better future. We could even go still further in this, by asserting that the fate of a nation, its rise and fall, depends finally on the education which its young generation receives. From this we are enabled to deduce with just as indisputable certainty the further axiom, that the nation, possessing, even down to the lowest station of society, the most perfect and diverse education, will be the most powerful and happiest among governments, unconquerable for its descendants, envied by its contemporaries, and an example worthy of emulation by them. These are incontrovertible facts.

Another, equally important and well-founded, although hitherto not generally acknowledged truth, is also the assertion that every reform in education can only have a chance of success, when accompanied by a reform of ideas of life, and in the existence of humanity. How could this be otherwise? It is the task of education to lead the microcosm of the individual to the same end to which the macrocosm of mankind speeds along. According to the degree of culture that mankind has reached, it will possess a higher and broader idea of its existence, its goal, its relation to God, and the world; it will attain a different view of life, and will work in various ways for its development, by the education of its individual units. Only that which man himself represents and possesses can he give to others; what he thinks, feels and desires, he seeks to realize outside; more especially though, in the coming generation. The more human beings acquire a new aspect of the world (education), the more they feel the innate desire for the use of new mediums of education. For the truth of the assertion above made, (that no reform in education is conceivable without a reform in the ideas of life) there is still another proof in the circumstance that the popular will has pronounced this reform without being conscious thereof, and especially by the fact that the creators of great political formations in ancient times,

were always praised as the creators of new educational methods; for instance: Moses, Lycurgus, Solon.

Such a new and grand aspect of ideas we meet in Pestalozzi, and more recently in Froebel. The latter built them upon the great law of nature, "Interposition of antithesis;" and upon this he founded his educational law. Thus he became a founder of a new system of education. Never, before him, had any philosopher entered so deeply into the mysterious workings of the human spirit and disclosed its true existence; first, to prove the faculty of perception with regard to the regular course of the intellectual development of the human being, from the beginning of his career; and, thus raised, by the establishment of a specific educational law, education to a science. With this new and vigorous educational idea, he has produced for all times to come, a most important canon of life that only the knowledge of the law of the human nature and the thereby determined degrees of its development, can give to education the norm of its procedure. Froebel by further demonstrations of the identical law of the process of development of the individual with the race, reveals a vast perspective in the collective intellectual life, and points for the first time to its inner connection. Therein rests his immortal merit, thereby has he become the creator of a new school of ideas, and the founder of a new educational system. His principles must henceforth be the groundwork of every system of education.

However valuable many improvements, especially with regard to method, means and disposition may be, a real, thorough and lasting improvement of practical life, and the establishment of a prosperous condition of the human race, can only be expected by a radically new formation and improvement of the entire educational system. Merely outward mechanical influence, bureaucratic apparatus from the offices of educational departments in the State, avail nothing, because they are useless and also unprogressive. How much our modern system of education is in need of such a fundamental renovation appears more lucid by submitting the deficiencies and imperfections of the education of our children to a closer criticism.

In the first place our education of the young does not embrace the full compass of its task. Our schools generally foster but one part of their work, i. e., Instruction; the real education and training receives but little or no consideration. And yet the true problem of the school to solve is, not to be one-sided by cultivating the intellectual faculties alone, but moreover to train the moral and physical qualities of youth. Self-consciousness, the mind, the real formation of character, find there no scope for education and practice. But yet, is not the real task of education to train the whole man, so that complete harmony may pervade his entire being?

The perversion of our present mode of educating youth, presents itself in an especially glaring light, when we draw a parallel between the physical and the intellectual wants of man. Although the intellectual organs of man can digest much; yet to bear all, which in some cases, is expected of youth, needs something stronger even than the stomach of an ostrich. The old adage, "Too many cooks spoil the broth," finds its application here. Every teacher, now-a-days has his certain branch. In this he seeks to educate his pupil to the standard of a virtuoso. Deeming this his highest duty, he pays no attention to the other branches, in a manner as if the pupil only existed for the purpose of becoming an adept in one branch.

A good brain may stand this well enough, by cramming the head full to repletion, at the expense of neglecting the training of the heart and character. Such a pupil will become vain and arrogant of his inflated knowledge, and in general, impractical for the calling of common life. The superficial scholar will be made all the more stupid by this false system of overcramming the brain. This mode of education may be compared to the vulgar process of fattening geese. They become fat and larger, but do not increase their sound, solid flesh by an iota. So, in the case of over-cramming the brain, no intellectual growth can be expected.

Hence the principal features in the character of our present youth are a certain latent self-contentedness, pertly deciding everything that comes within their range. All deeper susceptibility and freshness, such as is requisite to an efficacious pursuit of acquiring a university education, will be lost. Such youthful minds seem like buds which have been boiled in hot water, wanting the

germ and growing power, which has been lost in the bubbling cauldron of witch-craft of our modern art of education.

How many complaints with regard to this have been already made on the part of parents and experts, but thus far nothing has been done to reform this unfortunate state of things. The equilibrium which ought to exist between productiveness and receptivity is now entirely broken; that must be re-established. This can be done best by the following method:

To instruct children from early infancy by teaching them to produce and acquire experience; thus making action, from the beginning of instruction, the source and companion of all knowledge. This will cause the child to act according to the rules of morals, without even knowing those rules, but not as is done now, to know the rules without heeding them. Morality and thorough formation of character are only attainable by action.

How often do we now hear the complaint raised, that although among our present officials in state and municipal affairs, there are many able and diligent workers, but few of them possess such an imposing fitness as is absolutely necessary for conducting the different spheres of business efficaciously.

WHY FIGURES OF SPEECH?

By Sister Mary Aloysi, S.N.D., M.A.

(Concluded from May Issue)

THERE is great need for figurative expression, on the one hand, yet excessive use of imagery, on the other, is a danger to be guarded against. The conscious searching for a figure will usually take the writer too far from his subject, and consequently minimize the reader's chances of grasping the full meaning of the figure. Dr. Charles Franklin Thwing, former president of Western Reserve University, wrote to his son in college: "The softer times do not nurse the sturdier virtues, but men are still men." And I believe that his son understood. In "Some Self-Discovered Canons of Effective Writing," Huxley is quoted as saying that "Vanity like sleeping dogs should be let lie." Much thought is couched in these few words. Stevenson, in "A Lodging for the Night," speaks of the hands of Villon, the French vagabond poet, as "small and prehensile, with fingers knotted like a cord." There is a vivid exactness in the homely phrase.

Emily Dickinson, a representative New England poet, writes:

"The robins stand as thick today
As flakes of snow stood yesterday."

An apt comparison, of which the Rev. C. L. O'Donnell, C.S.C., in "Advice to Poets," observes: "your text would list this as hyperbole, but it is a rather nice way, don't you think, of putting things?" A recent magazine article is full of pertinent advice to poets, which applies to writers of prose as well. The writer, disguised as Uncle Christopher, has some definite things to say and says them fearlessly. In the same place he tells us to avoid those "glowing things" which have a "false glow."—To revert to the "robins" and "flakes of snow," the figure is hyperbole, an intended exaggeration of the truth for the sake of making the picture more vivid, as in this case, or of giving greater emphasis to the speaker's or the writer's emotions. Note the following example of hyperbole from Burdette: "Her face so burned with embarrassment that it would have scorched an ice-berg brown." Not every exaggeration, however, is figurative. "Flakes of snow" represented as standing, suggests personification, the ascribing of life-like or human qualities to inanimate things; or human attributes to animals.

"Softly through the altered air,
Hurries a timid leaf."

"Timidity" and "hurrying" ascribed to a leaf—again personification. Kipling in "The Man Who Would Be King," speaks of a dash of rain near the end of the dry season in the tropics: "The red-hot wind from the westward was booming the tinder-dry trees and pretending the rain was on its heels." How vividly we see the picture as soon as personality is attributed to the wind. Yet another example: "Tulips are tripping down the path." Or, speaking of autumn: "The rose is out of town"—both from Emily Dickinson. And perhaps more

beautiful than any yet: "The hand of God is on the harp Spring." Metaphor and personification are effectively blended in one of the finest of Crashaw's figures, alluding to the Wedding at Cana: "The modest water saw its God and blushed." A word remains to be said about apostrophe as a figure, which literally means "to turn from." The figure turns from the unemotional way of speaking or writing in order to address an object in the second person, the absent as present, or the dead as living. Fine examples of apostrophe are to be found in De Quincy, who frequently employs it in writing. Emerson in "The Poet": "O poet, thou shalt leave the world, and know the muse only!" Carlyle, in "Silence": "Speak not, I passionately entreat thee, till thy thought hath silently matured itself!" Apart from the splendid quality of figure, there is much soundness in Carlyle's entreaty. In Byron's "Ye stars, which are the poetry of heaven!" metaphor and apostrophe are nicely blended. And, of course, we should not forget his famous apostrophe to the ocean. But finer still than any yet we have Newman's passionate farewell to the Church of England:

"O mother of saints! O school of the wise! O Virgin of Israel! wherefore dost thou now sit on the ground and keep silence like one of the foolish women who were without oil on the coming of the Bridegroom? O my Mother, whence is this unto thee that thou hast good things poured upon thee and canst not keep them, and bearest children yet darest not own them?"

Vision and the historical present are closely related to apostrophe. An example of the former is the famous dagger scene in Macbeth.

"Is this a dagger which I see before me? Come let me clutch thee. I have thee not and yet I see thee still. Art thou not, fatal vision, sensible to feeling as to sight?" (Act II, Sc. 1).

The historical present, is perhaps, more familiar. It lends vividness and a sense of the living present to historical narrative. An old example, which perhaps recalls many hours spent in the company of Caesar in high school—"Caesar crossing the Rubicon advances upon Rome." If figures in general should be sparingly and above all judiciously used, this is doubly so of figures connoting strong emotion—A word still about epigram, according to Fernald, "any brief saying remarkable for brevity and point." Says Carlyle: "Burn your own smoke." Many of our current slogans partake of the nature of epigram. Their very compactness and pithiness make for effect. A word of caution against the abuse of this particular figure is not out of place, which, as Fernald contends, is "often a substitute for thought." Nevertheless we quote another: "Worth makes the man, and want of it the fellow."—Pope.

We might still mention allegory, an extended metaphor, which purports to teach a moral; interrogation, which asks a question in order to assert strongly the opposite of what was asked. Thus Wither in one of his best lyrics:

"Shall I, wasting in despair,
Die because a woman's fair?"

Exclamation, purely emotional, is characteristically abrupt, connoting wonder. Perhaps I shall be forgiven for quoting an example that ranks among the finest in the language

"What is man! how noble in reason! how infinite in faculty! in form and moving how express and admirable! in action how like an angel! in apprehension how like a god!"—(Hamlet, Act II, Sc. 2.)

To mention the author's name is hardly necessary. Paradox, antithesis, and irony still remain to be treated; but we shall defer such treatment to another day.

Let me repeat that figures are not to be sought for; they must come naturally. They are not artificial, but home-grown, rising out of man's inmost feelings and aspirations. Holmes, for instance, sums up a whole chapter of vision:

"When a resolute young fellow steps up to the great bully, the world, and takes him by the beard, he is often surprised to find it come off in his hand, and that it was only tied on to scare away timid adventurers."

The great difference between literal and figurative language is obvious. Should anyone question it, let him note the following: "The sun sets, the stars appear the dark, comes suddenly." Undoubtedly, this is literal and

not likely to stir up strong emotion. The moment we turn with Coleridge to imagery:

"The sun's rim dips, the stars rush out,
At one stride comes the dark."

Once read or heard, this cannot easily be forgotten. Men had long pondered the ocean in their endeavor to discover its color, but in vain; the color of the waves is infinitely various. Along comes Homer and with daring figure calls it the "wine-red sea." Pope says that Homer's works are "a wild paradise where some things are too luxurious because of the richness of the soil." Of Emerson, who was a welcome guest at the Hawthorne home, Sophie Hawthorne said: "He intruded no more than a sunset or a rich warble of a bird." It is a beautiful way of saying a beautiful thing. Perhaps you will like still better the charming picture Julian Hawthorne draws of his mother who was "like a flower bed; you saw the roses, violets, daffodils, but wouldn't suspect the gold and precious stones below the surface." The figure is apt, and recalls Wordsworth's "perfect woman nobly planned."

The question is now in order, What shall we be able to achieve in the art of writing? What mastery shall be ours in the use of figures? Should not we too become proficient in some measure, at least? As a first requisite, let me repeat, we must cultivate the habit of seeing not only the drab things in life. Life is full of beautiful and pleasant experiences. Man is the noblest of God's creatures. Let us imitate Hawthorne and occasionally "turn the bright side to the sun." Many of us are literally color blind, it is true, but perhaps not stone blind so as not to be able to see the bright side of so great and good a gift as life. "Art," observes Pope, writing of Homer, "is only like a prudent steward that lives on managing the riches of nature." Very likely many of us are not aware of our potentialities; these are often latent until called forth by the exigencies of the moment. There will always be hours of apparent and actual dryness and fruitless toil, when with the Apostles we shall have to confess that we have "labored all night and taken nothing." Wellington's advice, however, does not seem hard to take: "Have something to say, and say it," to which Dr. J. J. Walsh, with characteristic chuckle, adds: "And stop when you have said it." Both are but reiterating the words of Aeschylus, "Where the tongue wags, ruin never lags."

When I think of the contagion that must be inherent in every writer if his work is to stand the test of time, I find quite apropos the words of the greatest of all Teachers, our Lord himself: "I am come to cast fire upon the earth, and what will I but that it be kindled?" How appropriately figurative, and eminently suggestive of the spirit that should move the pen to give lasting expression to the meaning of life! That, after all, is literature. Unless there be genuine feeling in the man or woman that writes, you will look for it in vain in the written word. The Roman, Horace, and Newman after him, enunciated this truth: "If you wish me to weep, you must learn to weep yourself." Conrad, in *Nostromo*, (p 200), put it well: "The value of a sentence is in the personality which utters it, for nothing new can be said by man or woman." Proficiency in the difficult art of writing forcefully and well must be purchased at the price of infinite pains. Training in literary craftsmanship must always be severe. How else could Edwin Markham in "Lincoln, the Man of the People," have so deftly placed his finger on the sterling quality of the rugged man who

"..... was a man to hold against the world,
A man to match the mountain and the sea."

If Lincoln's

"..... words were oaks in acorns; and his thoughts
Were roots that firmly gript the granite truth,"

that integrity of soul resided essentially in the poet himself. It was the magic power that drew from his pen the masterpiece subsequently preferred to some two hundred and fifty rival poems, and read in 1922, at the dedication of the Lincoln Memorial, Washington. The autograph copy, complete in Markham's rugged hand, is a treasure to be prized. It is not too much to say that looking at it, you look at the poet, and reading it you read Lincoln the man. The capacity for such results is the essence of imagery and vividness of speech. That is what we mean when we say figures are home-grown: there is not an artificial stroke in the whole picture.

The preliminary steps in your preparation for the painful task of writing, will, perhaps, never be known to the world. It has been adequately summed up in a work entitled "European Civilization," by Balmes, a Spanish scholar of the last century: "The true method of study is to read little, to select good authors, and to think much." Of splendid material accessible to the earnest student there is more than can be assimilated in a lifetime. The matter of selection is the crucial test. By way of caution against the cheap, ephemeral products of this restless age, I quote at random from a current standard magazine:

"Woman has her place in train or tram, and so has man. She has her place on street and sidewalk, and so has he."

The shallowness is obvious. It almost takes one's breath away. Or, "His dark hair grew back in a sickle on each temple." You may perhaps think it rash thus summarily to dismiss current literature on such weak evidence. But I suggest nothing of the kind. You may judge for yourselves. By way of contrast, let me cite a passage that ranks among the finest in English literature. In his Lectures, J. L. Stoddard writes, concerning Swift and Stella: "Seventeen years after her interment here, Death mercifully threw across the gulf of time which had divided them a bridge to let his restless spirit pass." ("Ireland" p. 66). One can hardly escape the contagion of such lines. They live and breathe even in the face of death. The ever gentle Ayscough, with placid pen, now stilled in death, writes in "Gracechurch," (p. 152), of his childhood benefactors, Col and Mrs. Grace: "We have never met since; but there is the golden bridge of absence on which we can go out to meet our unchanged friends, who are never any older How differently each views the "bridge!" Yet both views are intrinsically beautiful. You may rest assured that once you can see absence as a "golden bridge" you are more than a mere "dabbler in figures."

Were I asked what I consider to be the inevitable and intrinsic cause of the low standards of speech that obtain today, I should unhesitatingly point to the prevalence of slang, which is at present reaping a "bumper crop." A Hoosier state colloquialism is music to the ear that has been a victim of the monstrosities of current speech. Students are frequently taken with the idea of double standards of speech, oral as well as written. But as in morality, so in letters, a double standard is out of the question. The Japanese lad who renders "Rock of Ages, cleft for me," as, "Old stone split for my benefit," may be forgiven, but hardly the twentieth century American college girl who chooses to write herself down with mock sententiousness in clever phrase: "Some powder goes off with a bang; some goes on with a puff." What is true of powder is not true of fine quality of speech. Perfection of speech comes only with persistent labor, and by the daily rubbing of elbows with the best that literature can offer.

If finally, when you read, you husband time and opportunity by making notes, you will but be following Emerson's pointed counsel; "Pay so much honor to the visits of truth to your mind as to record them." Thus you will fortify yourselves against the inroads of slovenly speech, and become a power in the effective use of imagery. Such discipline alone enabled the poet to carve with masterful stroke, from the shapeless block of granite, the life-like figure of "Lincoln The Man," who

" when he fell in whirlwind, went down
As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky."

Subscribers Please Note

Beware of Imposters! Because of frequent instances in which the Catholic School Journal has been imposed upon by unauthorized persons collecting money for subscriptions and failing to report, it is deemed advisable to repeat a warning: Do not entrust to canvassers or agents payments for subscriptions to this Journal.

Every once in a while, persons pretending to be students, and others, seek to swindle Sisters and the clergy by misrepresentations. The Journal employs no agents; authorizes no one to collect subscriptions. **Be safe; remit to the publishers directly, and run no risk.**

CURRENT EDUCATIONAL NOTES

(Continued from Page 112)

anciering, who wonder what can be done to promote economy. Gathering data is a necessary prelude to taking up the problem in a practical way and arriving at a wise solution.

COLLEGE CONDITIONS AND CRITICS.—

Students in some localities are exhibiting signs of sensitiveness as to what people think of college conditions in the United States. At the University of Los Angeles an undertaking is afoot to counteract misunderstanding by giving publicity to facts.

As is not remarkable in the vicinity of Hollywood, the medium of publicity selected is the motion picture, and a film is in course of preparation in which all phases of college activity are to be veraciously portrayed. When the film is completed it will be shown in the high schools of Southern California, and if results prove satisfactory it will be shown elsewhere. Often of late it has seemed as though a large portion of the public must have derived its notion of the typical college crowd from a study of the comic strips in the daily press.

The proposed propaganda can do no harm, but whether it will do substantial good will be doubted by many. The motto of a Scotch noble house suggested a dignified attitude toward unwarranted censure. It was this: "They say! They say!—Let them say on!"

CHANGING THE CALENDAR.—Often the assertion is heard that business leaders are back of the agitation for the changing of the calendar. There may be some business leaders among those who clamor for a change, but it is safe to say that there are many more who have given no thought to the subject and are well contented with the calendar as it is, for much confusion and inconvenience would be precipitated by needless alterations.

Never previously has there been a system of computing time so widely employed as the one now in use throughout Christendom and practically throughout the civilized world. It is the calendar begun by the ancient Romans and continued by their Christian successors. More than once this calendar has been subjected to modifications. Today it is not perfect, but most people regard it as sufficiently so for practical needs, and object to the confusion which would result from arbitrary revision by restless theorists.

The Babylonians, who were better astronomers than the Romans, had twelve months in their year. At first the Romans had only ten. Of this there is a vestige in the name of the final month, December, which was the final month of the old Roman year, "decem" meaning ten. September, October and November also bear evidence of the erroneous division of the months that the Romans at first adopted and afterward saw fit to amend.

Under the present calendar there are as many months in the year as there are lunar revolutions about the earth. The proposition of innovators to change the number of months to thirteen would certainly play havoc with the peace of mind of people who get up for the newspapers the department of "This Day Twenty Years Ago,"

ART ILLUSTRATIONS FOR RELIGIOUS INSTRUCTION.

By Brother F. Cornelius, F.S.C., M.A.

III. Patriarchs; Moses; Judges, Kings, Prophets.

The Patriarchs. There is a unique simplicity and grandeur in the primitive stages of man's history when the family heads of the earth's spreading population wielded the civil power, as the word "patriarch" indicates. With his usual force Michelangelo has painted on the Sistine ceiling the subjects of Noah's Sacrifice (UP C113), The Deluge (UP C114), The Drunkenness of Noah (UP C115), etc. Doré's picture of the deluge is impressive (Br 1958), Abraham, the "father of all true believers," is a character that will stir the imaginations and the hearts of men till the last day. His wealth and social prominence, so splendidly depicted in Doré's picture (P 584G) showing the holy patriarch journeying away with a vast flock of sheep "from his people and his father's house," impress the fact that his wandering into a strange land was not caused by any want he suffered in his homeland nor by that Wanderlust that throws off all care, but by a pure faith in God's call. Note here too Schnorr's picture, Jehovah's Promise (P 3347).

Raphael's Abraham and the Three Angels is one of the pictures of the so-called Raphael's Bible painted by him in the Vatican Loggia; it shows the white-haired patriarch on his knees and bending his head low before the heavenly visitants that stand before him strong and graceful. It is hard to imagine a better delineation of the momentous event; the picture shows us Raphael at his best and seems besides to breathe the influence of Michelangelo, (see UP C199). Doré's picture of this subject is also fine (Br 2096).

The flight of Lot from Sodom and the destruction of that sinful city by fire can be illustrated by a print from Reubens' painting of that subject (P632). It shows the angels hurrying forth the reluctant Lot and his daughters from the city-gate while in the distance demons are rushing madly through the air amid the fiery shower that has begun. The same story is also told very strikingly



Abraham's Sacrifice Rembrandt

by Doré (P 584L) who brings out the vivid glare of the distant towering flames and their lurid reflection in the sky.

We have in Rembrandt's Sacrifice of Abraham (P 717) a sublime world-fact superbly rendered; and an excellent instance of the truth that the subject of a work of art is, despite modern extremists, indeed an integral part of it and one of primary importance. The event here represented is a pivot-point upon which the history of the world has turned; the point of origin of the Hebrew people and through them of the Christian world.

The depth and universality of the subject have been keenly grasped and felt by Rembrandt and he shows this not only in the picture as a whole but in every part of it. The angel, his face anxious, his hand raised to forbid, seizes the patriarch's arm at the very moment of the death-stroke. Abraham, a sturdy old man perfectly natural in form and action, shows marvellously in posture and face the transition from the intense emotion with which he was firmly bringing down the knife on his boy's neck, to the sudden surprise of the heavenly interruption. And finally the victim—though made aware of his fate only a moment before, he lies, his feet unbound, quiet and resistless as a lamb, the figure indeed of the Lamb of God; he is justly both by large mass of highlight and by position in the foreground the most prominent figure in the composition.

Like the subject, so too the appeal of this picture is universal for there is no man that is not obliged to love and serve God and to prove it by sacrifice. But there is one sacrifice that God asks here and there of which that of Abraham is most clearly the prototype—it is the sacrifice implied in a vocation to the religious life. Does not he who becomes a religious also leave his country, i. e., the ways, works, and prospects of the world in which he lived, and his father's house, i. e., his home and relatives, and go into the land of God's special service whither God is calling him? And not only the one who becomes a religious but also his parents are typified by Abraham. The mother of a certain fine and devout boy had given her consent for him to enter the religious life. Being of a retiring and reflective disposition and intensely fond of her boy, her imagination often pictured to her how she would miss him. But repeatedly and heroically she banished all these thoughts from her mind and firmly sacrificed her boy. Surely a sacrifice like this is in a way like the sacrifice of Abraham.

But if the subject of a religious vocation and also his parents do violence to nature, do something truly heroic, great also is the fruit that God draws from it. As in Abraham's case, so here—the religious becomes the father of many children, spiritual children, who in turn get many others, until a countless multitude finally unite in the possession of a specially prepared promised land in eternity.

Rembrandt has given us in an etching another moment of this event (UP D252). The subject has also been treated by Teniers, Jr. (UP D187), Ghiberti (UP B416), and by Brunelleschi (UP B429).

The cast-out Agar with her Ismael have been pictured in the grand style by Guercino (UP C408), rather dramatically by Liska (P 3061), and with much pathos by Cazin (UP E167). Isaac blessing Jacob is beautifully represented by Doré (P 584) and by Govaert Flink in Rembrandtesque style (UP D284), as is also Jacob's Dream, by Ferdinand Bol (UP D288) and by Murillo (P685G). The Love between Jacob and Rachel is given by Palma Vecchio with a rich setting (UP C305), and Jacob Blessing the Sons of Joseph, by Rembrandt in his usual masterful way (UP D261).

The beautiful and very affecting story of Joseph is a favorite subject in religion classes. Among the art illustrations for it are; Joseph Sold by his Brethren, by Flandrin (UP E96) in which should be noted the very pathetic figure of Joseph; and several fine ones by Doré, among them, The Interpretation of Pharaoh's Dream (P 584E) and Joseph Making Himself Known (P 584F), also one by Schopin (P 1089).

Incidents in the life of Moses are depicted by the following: Paul Veronese, The Finding of Moses (UP C352); Perrault, the same subject (P3343); Bassano, The Striking of the Rock (UP C320); Beccafume, the same subject in wonderful inlay work on the floor of the Cathedral of Siena (UP C63); and Doré, Moses and Aaron before



Daniel in the Lions' Den Riviere

Pharoah (P 584H). And here we must recall the statue of Moses by Michelangelo (UP C451) also (P 295). It is said that this figure really stands for Pope Julius II, whose monument it was intended to decorate. Though that is probably so it is certainly also Michelangelo's conception of Moses himself and perhaps the most plausible interpretation of the famous statue is that it represents the great leader of the Israelites at the moment when, having returned from his solitude on the mountain with the tables of the law, he saw with surprise and exceeding great indignation that the people were worshipping the golden calf! Two pictures that portray several incidents of Moses' life within the same frame are; one by Roselli (UP B192), and the other by Botticelli (P 269 and 270).

Judges, Kings, Prophets. Space limitations compel us to do little more than list the following illustrations: Samson Killing the Lion, Dürer (Ack 2647); Samson's Wedding Feast, Rembrandt (UP D241), superb; David Saves a Lamb, E. G. Bouguereau (Mag.); David Playing before Saul by Schopin (P 1089B), statues of David: Donatello, (UP B437), Verocchio (UP B492), Bernini (UP C494), Michelangelo (UP C448,449). The Judgment of Solomon (splendid), Bonifazio Veronese (UP C341).

The imposing personalities of the prophets, their high mission and their distinctive characters can be better impressed by means of pictures of Sargent's murals on that subject in the Boston Library (P 1031 to 1037) and of Michelangelo's magnificent figures on the Sistine Chapel ceiling, Rome (UP C117 to 128); this includes some of his sibyls. What an insight into the character of the prophets can be obtained by simply exercising oneself in interpreting one of these grand figures; e. g., Sargent's Hosea or Michelangelo's Jonas or Daniel. We have chosen Riviere's picture (P 3052), however, for our illustration here.

To be independent, i. e., able to stand alone when necessary for the sake of right and of duty—what an admirable and necessary virtue! The study of the career and character of the prophet Daniel can inspire and impel us towards this noble trait. He stood alone with a few companions when in the palace of the Babylonian king they objected to eat swine's flesh because their religion forbade it. He stood alone when, though still a mere youth he cried out against the crowd that were leading the chaste Susanna to death: "I am clear of the blood of this woman . . . Return to judgement!" He was alone when he stood out against the imposture of the false god Bel who was reputed to consume the food set before him

and also when he exposed the hoax of the deified dragon and killed him. Alone likewise he dared to prophecy to Baltassar his imminent destruction. Again and very daringly was he alone in spite of the prohibition under penalty of death to pray to no god but the one Nabuchodonosor had set up, he calmly prayed at his window to the one true God as was his custom. And heroically was he alone when for this fidelity to God he was condemned to be thrown to the lions. It is here as well as on that other similar occasion that his character appears most admirable; more so even than in his visions and prophecies or in his exalted wisdom and high position. All the world has been stirred with admiration and satisfaction at the fact of Daniel's holy and daring independence and of his standing unharmed among the lions, and has been thrilled at the Bible story telling of that voice that came up from the depth of the den to the grief-stricken king: "Oh king, live forever."

But this very independence, far from causing his downfall, brought him distinction and honor from the beginning for, as Holy Writ says, as soon as he had saved Susanna "Daniel became great in the sight of the people."

As with Daniel so with any man—success and respect will come to him if he "stands on his own feet," honest, pure, conscientious, just, even though others about him are the opposite; particularly is this true of the Catholic who, undaunted and brave is faithful to Sunday Mass, to Friday abstinence and to his other external religious duties even though so-called friends or others ridicule him for it or endanger his position or deprive him of it, and even though other members of his own family fall away from the holy faith. Peace of heart, the admiration of all good men, success in the end, and often the honor of leadership shall come to the man of true independence.

Another picture of Daniel among the lions is Cortona's (P 3051).

The Departure of the Young Tobias is represented with more grace than energy by Luini (UP C48); the journey is rendered by Perugino (Br 608); and beautifully by Botticelli (P 263); and The Departure of Raphael, by Rembrandt (UP D239).

We now come to the inspiring story of Judith. A great deal can be made of it in teaching, so rich is it in dramatic incident and in exemplifying the noblest virtues. Michelangelo's (UP C116) and Mantegna's (UP B314), however,

(Continued on Page 133)

TALKS WITH GRADE TEACHERS

By Sister Mary Louise Cuff, S.S.J., Ph.D.

FIFTH GRADE
WRITTEN WORK

1. LETTER-WRITING. Letter-writing is another type of written composition work which should be given attention in this grade. Before completing the work of the grade, the children should have a fair knowledge of the complete letter form with its variations to suit different kinds of letters. These various kinds include the social and the business letter, notes of invitation and acceptance, letters of sympathy and congratulation, bills, receipts, etc.

Suggested method of procedure: Throw your class room into a little business world. Establish there a book publishing house, a banking house, and a post office. Appoint officials in these different institutions for the purpose of conducting the business. Now, have the other members of the class write a business letter ordering books, or sports goods—these to be selected from a catalog which gives the prices of the articles wanted. As each pupil writes his letter, he goes to the bank and procures a check from the cashier who will write it out for the amount demanded. At another time, the pupil will write out his own personal check from a blank check book supplied for the purpose. The check is then enclosed in the letter, which is then sealed, stamped, and brought to the post office for mailing. If the envelope is not properly directed, the post master calls the attention of the writer to this fact, when another envelope is used and properly directed. The pupils should make their own envelopes, or a large box of cheap ones could be procured at a low price for use in the class for this purpose.

When the letters are received in the business house, the goods are wrapped in packages, properly directed, and sent to the post office where all the work of receiving packages for parcel post is transacted. In the business houses, the checks are removed from the letters and cashed at the bank. Letters are written in reply to the customers and receipted bills enclosed.

A good knowledge of the writing of a business letter will be acquired by these children if some such method as this is adopted. They will learn faster and more thoroughly by actually participating in the transactions.

The social letter should be given even more attention than the business letter. The pupil's own correspondence with friends and relatives should be encouraged and directed. Mary in a Denver school may be writing a letter to Jane in a Chicago school. Mary is fond of Jane and is anxious to write her a very pleasant and interesting letter, but she can't think of anything to say. In such a case, the teacher should offer suggestions: "Is there any difference between the climate of Denver and that of Chicago at this particular season of the year?" "What games do you suppose Jane is enjoying at this time?" "What interesting book is she reading?" "What good picture has she seen lately?" "Has her class learned to write business letters?" "Tell her how your class learned to write them, and what fun it was to learn by the actual business trans-



Vacation Time-- a Good Time to Clean School Floors

ARE you planning now your annual Summer house cleaning? Most schools are—they cannot avoid it. Clean—clean—clean—from top to bottom—beginning with a thorough scrubbing for the floors. And what a job it will be, done by old fashioned hand methods.

Do it right in your school! Install a FINNELL SYSTEM now—you can have one exactly suited to your needs. With it you can get your floors far cleaner than you ever could by hand and at less labor cost. The FINNELL gets the dirt out of every crack and crevice. Scrub down through the dirt. Revive waxed linoleum. You can actually refinish hardwood floors. The FINNELL will remove the old varnish, do light sanding, and then wax and polish the floor. It applies a thin coat of wax and rubs it in—there are no sticky surfaces.

A Size for Every School

Eight models to choose from—a right size to meet your requirements. Act now! Have a FINNELL Engineer make a survey to determine what size FINNELL would best suit your requirements. Write today. FINNELL SYSTEM, INC., 1106 East St., Elkhart, Ind. Also 130 Sparks St., Ottawa, Ontario, Canada. District offices in principal cities.

8 sizes
ranging in
price from
\$87.50
up



FINNELL
ELECTRIC FLOOR MACHINE
It waxes • It polishes • It scrubs

action—explain how it was done.” “Can you think of anything interesting that has happened in school recently?” “Anything that has happened in the neighborhood that might be interesting to Jane?” “Which of your school subjects do you like the best? Why not tell Jane about it?” There are many other suggestions that might be offered to Mary for her letter to Jane, any one of which might form the subject for the whole letter.

The greatest difficulty of the untrained letter-writer is “not knowing what to say.” A few good text books on letter-writing for the intermediate grades should be provided for these pupils and placed in their schoolroom library where access could be had to them at any time. These books contain any number of model letters from which the pupils may receive suggestions. After reading them they begin to realize that there are many interesting topics constantly happening in their own daily lives which might be of interest to their friends. Perhaps a class picnic is being planned—What about that trip you made to the circus last week? Only yesterday one of your classmates gave a splendid oral composition which was so interesting that the rest of the class resolved to do better work on theirs in future. Such subjects as these discussed in class or given as oral compositions should be followed by the written form, but not always as compositions. Frequently it is better to reproduce them in the social letter. A friendly correspondence can be kept up in this way and there is always plenty of material at hand. The fifth grade pupils in the town of X might correspond with the fifth grade pupils in the town of Y. The interchange of letters would be most interesting to the pupils in both the schools. This is an excellent method of noting the improvement in letter-writing. These suggestions together with those received from the letter-writing texts, and those given by the teacher will considerably alleviate the many troubles of the young letter-writer.

Individuality and freedom of choice are encouraged by inviting varied treatment of the common topic. Formal rules of letter-writing should not be memorized, but introduced by the teacher's questioning which is bound to stimulate the pupils to discover for themselves the conventional practices by closely examining the model forms in the printed texts. The general principles of letter-writing are emphasized by practice in group discussions and group corrections of pupils' letters which are written on the board and carefully examined.

The class might be permitted to show their combined efforts in the production of a co-operative letter written for and sent to the fifth grade language class in another school. Further work in the addressing of envelopes in order to learn the different methods in various addresses.

For the sake of variety, and in order to break the monotony of the regular composition form, narrations, descriptions, and expositions should occasionally be put in letter form.

The pupils of this grade have frequent occasions for the writing of **invitations**, of **congratulations**, and of **letters of sympathy**. Invitations sent to other classes, or to special friends to attend a class play, or a school entertainment; also invitations

LANE'S Animal Biology

An Introduction to Zoology
for Colleges and University
Students.

105 Illustrations, \$3.50

By Henry Higgins Lane, Ph.D.
Head of Department of Zoology,
University of Kansas

P. Blakiston's Son & Co.
Publishers
1012 Walnut Street, Philadelphia

Foremost In Quality

School Art Materials
General School Supplies
Kindergarten Helps
Practical Drawing Books
Practical Writing Course

Write for  Catalogue

Practical Drawing Company
1316 So. Michigan Blvd. Chicago, Ill.

¶ Please Mention The Journal When Ordering.

sent by a particular member of the class to each of the other members inviting them to a birthday party, or a home celebration of some kind—all of these furnish splendid material for class letter-writing. Letters of congratulation might be sent to classmates and to other friends upon their attainment of some achievement or success in their school work. Letters of sympathy might be sent to a classmate who is ill, or to some friend in sorrow. All such occasions should be made use of in order to teach the pupils the proper conduct, and that they may become familiar with these forms. We learn to do by doing; actual practice will give results; and with the actual practice the theory is learned.

NARRATION. Story-telling continues to develop in this grade. The shorter stories that have been read or heard should form subjects for oral compositions. The oral work is still the more important, hence much time should be given to this type of composition. It is one of the most effective ways of securing correct and intelligent expression. With the acquisition of this, written composition is facilitated. The written form serves to develop accuracy in details and in phraseology. Too, the written form emphasizes stories of biography. But the original story and the narration of actual experiences in which pupils on this advance are usually interested are especially adapted to the written form.

Before leaving this grade, the pupils should do some definite work in writing short fictitious stories. Stories that they have learned or read may serve for the inspiration. This written story work should be prompted by some motive. The motive might be to please the parents by reading the story to them at home; or a desire to form a book of stories for the next year's class; or for immediate use in one of the lower grades; or for use in the school paper.

DESCRIPTION. Description follows the general directions already given for oral work. The important point here is to make the description so clear that the reader can really see the thing described—its shape, size, color, etc. The teacher should read to the pupils a good description of some public building, of a landscape, of a country scene, of some noted person, of a school in another city, etc., then have the pupils write a description of similar places or things. Where possible these objects should be visited and studied carefully before the description is put in writing.

EXPOSITION. Written work in exposition also follows the line of the oral language work. Clearness is the point, and this may be gained by having the pupils write a lesson assignment, instructions for a game, directions for finding any public building in the city.

The pupils should be made to feel the necessity of being exact, complete, and definite in their written statements. They will easily understand this necessity if the compositions are to be compared and the points of excellency emphasized.

ARGUMENT. Whatever the nature of the argument, it should frequently be followed by written work; and this for the reason that greater definiteness of statement is secured in the written form. Two of the best points brought out in the oral dis-

Books on Physical Training and Games

By William A. Stecher, B.S.G.

Director of Physical Education, Public Schools, Philadelphia
Secretary, Committee on Physical Training,
North American Gymnastic Union. Editor "Mind and Body"

	Net
Handbook of Lessons in Physical Training, Part 1, First and Second Grade..	\$.60
Handbook of Lessons in Physical Training, Part 2, Third and Fourth Grade ..	.60
Handbook of Lessons in Physical Training, Part 3, Fifth, Sixth, Seventh, Eighth Grade60
Physical Training Lessons for Backward Classes50
Games and Dances (Fourth Edition) ..	3.00
Physical Training Lessons	2.50
The Theory and Practice of Educational Gymnastics for Junior High Schools	1.75
Gymnastics for Boys' and Girls' High Schools	
A Guide to Track and Field Work.....	.50

Published by

JOHN JOSEPH McVEY
1229 Arch Street - - Philadelphia

Free Teachers Correspondence Course

WE recommend any teacher who is interested to take advantage of the free correspondence course offered in Isaac Pitman Shorthand. The course is complete, is arranged especially for teachers, and enables them rapidly to acquire a thorough knowledge of the subject.

There is no charge whatever for tuition, textbook, and correction of exercises. Explanatory comments accompany the textbook.

A large number of teachers of a wide diversity of subjects have taken the course, and they have found it interesting and worthwhile.

Let us, if you are a teacher, enroll you for this course.

ISAAC PITMAN & SONS
2 West 45th Street, New York

cussion should be sufficient for the written production. **Argument** in the fifth grade is not extensive and should be confined to such points as enter into the actual situations of these children. For example, let the argument consist of who gives the best oral compositions in the class? the boys, or the girls? Let the best composition written by the boys' side be read by the boy who wrote it, and the best written by the girls' side, by the girl who wrote it. Then, let the argument be which of these two compositions is the better? The boys will bring out the good points on their side, and the girls on theirs. Again, the argument might be on the simple work of preparing an outline which will contain points made on either side. A great many subjects which daily enter into the lives of these children will form good subjects for the **argument**. The result of the argument should be definitely defined in the written composition which usually follows the oral work.

VERSE-WRITING. Verse-writing should be encouraged especially in pupils who show aptness for this work. Special talent in this kind of composition is easily detected, for the child who possesses it loves to produce the lines. All should be encouraged to write verse for special occasions. Special emphasis should be placed on certain subjects, such as Christmas, Thanksgiving, Mother's Day; also such subjects as the first robin of spring, the meadow lark, the first snow, our first skating, the first violets upon the hillside, etc.

DIARY. Teachers will find that the keeping of a diary will be of great benefit to pupils in the language class. The special purpose of the keeping of a diary from the language standpoint is to develop the power to say much in as few words as possible. These fifth grade children are now sufficiently advanced to be taught the "weeding process." They should eliminate any words that are not necessary for the clear expression of thought. The jotting down of events in a diary is one of the most helpful ways of acquiring the habit of being able to express much in a few words. Everything that occurs is not to be recorded in the diary, but only such events as are of personal interest to the writer of the diary, therefore, things that happen on special occasions may be of interest to some, but not to others of the same group. The events recorded should be the pupil's own ideas on various subjects and incidents of importance in his life.

The following extract is a page taken from the diary of a fifth grade boy:

April 1, 1928

Argument in language class today: "Should we or should we not **fool** parents and teachers?" Girls insisted **no**; boys insisted **yes**. We won. Proved it the only day we are free to do so. Lots of fun in "catching wise daddies and prudent mummies. Nailed a purse to teachers rostrum—She pulled hard—thought late. Ha! Ha!

The following is a page taken from the diary of a fifth grade girl:

April 1, 1928

Argument in language today: "Should we or should we not **fool** parents and teachers?" Boys for; girls against. Our boys are good in **ARGUMENT**—they won. We dared Frank to jump into his father's car and drive to the office, leaving his

Table Bulletin Boards



No. 141 (14½ x 11½ inches)

A brand new idea in Bulletin Boards. Place one on a table, desk, window sill, or file. Two-faced — use both sides.

Also available in following sizes:

	No. 114—11½ x 14½ inches	
	No. 122—22 x 5½ inches	
	LIGHT OR DARK OAK	
	No. 122	Nos. 114 and 141
1 Board	\$5.50	\$5.75
3 Boards	5.15 each	5.40 each
6 Boards	4.90 each	5.25 each
12 Boards	4.80 each	5.00 each
	Express or freight paid	

Gaylord Bros., Inc.

Stockton, Calif.

Syracuse, N. Y.

**Firmly smooth,
and soft!
that's
"PRESTITE"**

A NEW idea of the value of pressed
crayons in School work is sure to
follow a trial of "Prestite."

**Offer to Teachers . . . Write us
for free color kit No. 64-J, giving
name and address of your School.**

**School Bureau
JOSEPH DIXON CRUCIBLE COMPANY
Jersey City, N. J.**

father in the school yard. He wouldn't take the dare. If for respect, he should join our side; if for fear, he's a coward.

COPYING WORK. All through the preceding grades, copying work, correlated with language work, has been encouraged. It is one of the most effective ways to teach good usage.

DICTATION. This exercise as taught in the preceding grades should be continued and emphasized in this grade. Teachers will find this particular phase of language teaching very important. Its purpose is to teach correct usage in punctuation, capitalization, paragraphing, etc. It is one of the most useful exercises for filling in many an odd moment in the language period, especially when the lesson assigned has not been prepared. In this grade the dictation of short passages from prose or from poetry may be dictated instead of single sentences. A paragraph from any story, after the story has been read and studied, will make a good exercise for education. An unpunctuated paragraph written on the board may be copied and punctuated by the pupils who will then give their reasons for the marks.

GENERAL WORK. General work in this grade should cover the **use of the dictionary, word study, and technical matters.** The material supplied in the class does not always include these points, and these are important points.

USE OF THE DICTIONARY. The pupils are now sufficiently advanced to concentrate systematic effort towards the building up of a usable vocabulary. Each pupil in the class should be the owner of a small dictionary. He should form the habit of consulting his dictionary when in doubt as to the meaning of words. He will find in his daily lessons of the different subjects, words that are difficult to understand, particularly in the reading lessons, and perhaps in the geography and history lessons. The pupils should be taught to draw their own conclusions as to the meaning of the word. They can draw these conclusions from the meaning of the sentence in which the word is found, and also from the definition given in the dictionary. When the pupil is able to use the word intelligently in other sentences, he understands its meaning, and it then forms part of his vocabulary. All troublesome words should be studied and their pronunciation learned from the dictionary. Sufficient knowledge of diacritical markings should be gained before the pupils complete the language work of this year.

In the previous years the children learned how to arrange words alphabetically. The work should receive further study in this grade. All new words met in the reading lessons, or in the child's general reading, should be listed with their markings and meanings. The list might be used to furnish material, for a weekly spelling lesson.

Occasionally, a contest may be a good exercise to teach the pupils to find words rapidly in the dictionary. The teacher pronounces the word—All begin at once to find it in the dictionary. The first to find it announces its meaning and its markings, and as he does so the teacher writes it on the board. The pupils should be taught that nouns appear in the dictionary only in the singular form, and that verbs appear only in the present tense.



COLUMBIA INDESTRUCTO STEEL DESK

Over 50,000 Sold During 1925

Nos. 1 & 2 — \$4.95

Nos. 3 & 4 — 4.80

Nos. 5 & 6 — 4.65

Drawers Extra. Send for Catalogue

Tablet Arm Chairs.....\$3.75

Teacher's Chairs.....\$2.85

COLUMBIA SCHOOL SUPPLY CO.
Indianapolis, Ind.

Manufacturers of
**Very Highest Grade
Gymnasium Equipment
Playground Apparatus
Athletic Supplies**

Send for Catalogs



**CHICAGO
GYMNASIUM EQUIPMENT
COMPANY**

1835 W. Lake Street

Chicago

They should also be shown the quickest way to find a word—this is by watching the guide words at the top of the page. Unless the diacritical markings on the key words be taught, the pupils will not be able to get the correct pronunciation. Correct pronunciation consists in giving the correct sound of each letter, the correct division into syllables, and the correct accent.

SIXTH GRADE

The oral and written work of the fifth grade is continued in the sixth, but with a greater degree of difficulty. The principles are the same and should be continued with renewed effort. A study of the "sentence-sense" should be developed, for the need is vital. With each phase of the oral and written work, a study of the "sentence-sense" should be given. The need of this study is especially noted in the reading of some letters where it is common to find the subject of a sentence frequently omitted; as, "Hope you are well;" "Glad to hear from you;" "Suppose you are busy." A sentence must always contain a subject and a predicate and must not be grammatically dependent on any words outside itself. If the pupils, before finishing this grade, have gained the ability to distinguish both in mind and on paper a sentence as a unit of thought, then they are capable of writing letters and compositions which their readers will be able to grasp and follow.

WORD STUDY. In addition to the divisions for the fifth grade, the sixth grade should do some work in **word study**. The sixth grade pupils should have some knowledge of the formation of words by the addition of prefixes and suffixes. This is a great aid to the increase of the usable vocabulary. By no other method than by a knowledge of the formation of words can words really become "signs of ideas." This work is best done in the spelling lessons. The meaning of a few Anglo-Saxon, Latin, and Greek prefixes and suffixes used to form English words should be mastered this year. The forms should be studied for their meaning only, hence nothing should be said in this grade of the source of the words.

A list of such words is usually found in the text books, also lists of homonyms, synonyms, and antonyms which should be studied in the sixth grade. The technical matter which pupils should know will be found in their class texts. The object of these talks is to give help to the teachers, and to offer them suggestions for the oral and written composition work of the grades.

ART ILLUSTRATIONS FOR RELIGIOUS INSTRUCTION

(Continued from Page 127)

are masterful in form and give some points of the story excellently. Riedel's (Ack 2931) is a strong picture, but in Botticelli's the face of Judith is dreamy and sad (UP B183).

Illustrating the story of Esther we have Cabanel's Queen Vashti (UP E136), Paul Veronese's gorgeous Coronation of Esther (UP C345) and Herri Met de Bles' Esther before Assuerus (UP D84).

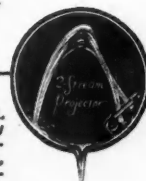
Abbreviations: UP: University Prints, 5/4"x8", 1/4c each; University Prints, Newton, Mass., Br.: Brown's Famous Pictures; 5/4"x8", 1/4c each; G. P. Brown & Co., Beverley, Mass. P.: Perry Pictures, 5/4"x8", 2c each; The Perry Pictures Company, Malden, Mass. Ack.: Ackermann Art Postcards, 5c each; F. A. Ackermann, Munich, N. W. 13 Barenstrasse 42. Mag.: Magnificat Prints, c 7"x10", 5c each; The Magnificat Press, Manchester, N. H.

A favorite everywhere



No. 616 Wall Pedestal

AUTOMATIC STREAM CONTROL
A distinctive Halsey Taylor feature—water never too high, never too low—always practical, efficient and **SANITARY**! A complete line for all school purposes. Write for catalog.



School authorities and architects find Halsey Taylor Drinking Fountains preferable for many reasons. Even if the standard Halsey Taylor features were not incorporated in every model in the line, one factor would still appeal—variety of design. To suit any need—wall, battery, pedestal or recess types—with all their superior advantages without extra cost—that's the Halsey Taylor line! Write!

The Halsey W. Taylor Co.
Warren, Ohio

HALSEY TAYLOR

Drinking Fountains

For the Elementary School

Ridley's

One Cycle Series of Geography Work Books

Paterson's

Nature Study and Health Education Series

Westhoff's

Ideal Music Series

Miller & Turner's

Class Record Series

Lancaster's

Individualized Spelling Record

The Ridgley Outline Maps

Write for full information

McKNIGHT & McKNIGHT
PUBLISHERS
NORMAL, ILLINOIS

THE TEACHING OF RELIGION

Practical Religious Training.

By Rev. C. P. Breuhl, Ph.D.

HAVING happily outgrown the barren intellectualism of a previous period that left a gulf between teaching and practice, we have now arrived at the sane conclusion that religious teaching must both in its aims and methods be practical. To be practical in its aims means that religious teaching must seek the translation of knowledge into conduct and life and to be practical in its methods means that it must try to accomplish this objective through conduct and life. We learn to live only by living. That is the keynote of the modern ways of teaching. It may be expressed in various manners but it runs through all our up-to-date methods. Doing not only teaches us how to do things, but it also gives us a clearer insight into the underlying principles of our activity. The ideas we carry into practice become more clearly defined and take on a sharper edge. Hence, doing promotes intellectual development at the same time that it fits us for practical activity. He who really loves God has a far deeper knowledge of the goodness of God than he who merely theorizes on the attributes of God. Right living is the goal of teaching and the unfortunate chasm that so frequently exists between idea and reality must be bridged over. Father John K. Sharp rightly stresses this point, when he remarks: "There is a much lamented gap between creed and deed. Religion is a practical thing and is taught by practice. We learn our religion as we live it. The only way to learn to pray, is to pray. Ideas and feelings alone do not make character. It is the product of these plus conduct. The mere teaching of ideals does not lead to action, and moral knowledge that does not function in deeds is futile. Ideals, of course, influence action; but when past habits, instinctive tendencies and emotions arise that are opposed to such ideals, the ideals are in danger of losing, unless stronger, and contrary habits and emotions come to their aid. Another and more positive danger arises when moral ideas are taught without emerging soon into moral conduct. Such procedure encourages the habit of complacency in their presence and not reaction to them. This is akin to the forming of those ineffectual resolutions which pave the way to hell." (Aims and Methods in Teaching Religion. N. Y.) Religious teaching does not content itself with the mere development of school-aptitudes, which often prove so thoroughly disappointing, but aims at life aptitudes which actually work when the real test comes.

We have seen how Mr. Roland G. E. Ullman tried to realize the practical methodological approach as well as the practical aim in the Sunday School which he conducted. The practical approach was sought through the interests which at the time had a real meaning for the pupils. Cross-sections of their actual life were analysed and brought into connection with the religious knowledge that was to be conveyed. In this manner the pupils themselves made their own contributions to the teaching and were kept active and as a consequence keenly alert. The practical aim was achieved by an immediate carrying out of the moral principles into practice. In this way the moral principle was not allowed to lie dormant, and also useful habits were immediately acquired. The great advantage which the religious teacher enjoys is that the subject which he teaches at all points has a direct bearing on life, and accordingly the practical application need not be deferred to some future occasion, when the freshness of the teaching has been worn off, but can be made immediately.

Out of their own daily experience the children must be taught morality. Only when morality is taught in this way will they learn that life throughout is permeated by moral issues. It will be very illuminating to the child if his daily actions and experiences are gone through with the purpose of discovering in them everything that is of a moral import. Morality, then, does not remain something abstract and unrelated to life, but assumes the character of something concrete and intensely real that actually grows out of life and is woven into its very texture. Material to which moral evaluation can be applied is abundant in every child's life. Situations that illustrate moral principles abound in the home and school environment of the child. As the environment widens with growing age the opportunity for the application of larger principles of morality is offered. There is no



*A beginner's German text that is based
on the new standards in American education*

Anfänger Deutsch

By JACOB W. HEYD

Professor of Modern Languages
State Teachers College, Kirksville, Mo.

Here is a basic text for high schools and colleges that affords an introductory course including ample exercises in oral and silent reading, dialogue, written exercises, and translation. Creates a real feeling for the language. Price, \$1.28.

Send for a copy on approval.

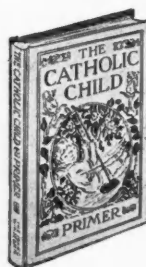
Address: Dept. C. S. J. 6.

The Bruce Publishing Company

New York, N. Y. Milwaukee, Wis. Chicago, Ill.
342 Madison Ave. 354-364 Milwaukee St. 53 W. Jackson Blvd.

WINSTON

Designed and written
for Catholic Schools



THE CATHOLIC CHILD READERS

By Rena A. Weider and
Monsignor Charles F. McEvoy

This series of readers was designed and written solely for use in Catholic Schools. It is not a revision or an adaptation of any series of public school readers. The content has been carefully selected to meet the needs of Catholic Schools; it is closely related to the home life of the Catholic child.

The method is in harmony with the results of the most recent investigations in the field of elementary reading.

May we send you literature?

THE JOHN C. WINSTON COMPANY

Address your correspondence to
N. P. CALLAHAN

Winston Building

Philadelphia

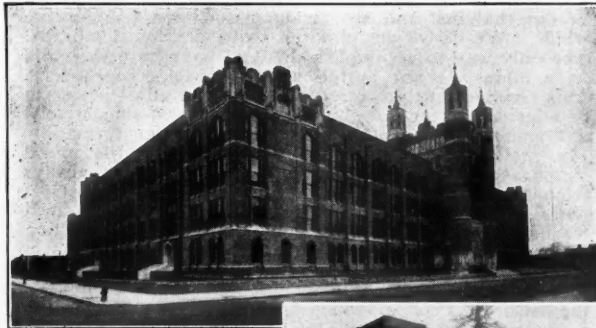
FOR TEXTBOOKS

particular use of learning our duties too far ahead. The best thing is to learn our duties just as they occur in our daily experience. We fulfil the present duties and thus acquire a sense of duty and responsibility, which will help us to meet the new duties as they become embodied in new situations. The child that has learned to look in his daily life for duties will acquire the habit of looking over every new situation in order to discover in it the duties involved. A new contact or relation will, then, immediately be evaluated in a moral sense. That however, will only then be the case when the child has keenly realized the fact that every situation is fraught with ethical significance. We may say that it has acquired the supremely important habit of moral observation and perception.

Miss Marie Cecelia McGrath, Ph.D., now Sister Mary, I.H.M., has made an interesting study along these lines. She has found that the moral consciousness awakens at an early period. This development comes through contact with experience and grows as the experience expands. A sense of justice and of altruism appears at a very early stage. The child forms moral judgments about its own actions and those of others, though these judgments may be immature and inadequate. Now it is for the religious teacher to take stock of the moral consciousness of the child, to correct it and to help it to grow as new tasks and situations arise. This moral consciousness in the earlier stages is distinctly concrete. That is the child does not hold an abstract moral principle but rather looks upon certain actions as bad and others as good, e. g. it knows that certain actions must be performed though it possesses as yet not the abstract notion of duty. "Children, says Sister Mary, become conscious just before the onset of adolescence that 'the ethical ideal of life is not to be found in pleasure but in duty,' but long before this time they are conscious that certain specific altruistic traits are desirable." (A Study of the Moral Development of Children. N. J.) It stands to reason that the moral teaching which is imparted should run parallel with the development of the moral consciousness and also that it should be of the same type. In other words it should be concrete and in close contact with the exigencies of the enlarging environment of the child. As each new situation arises it should be anticipated and met by a corresponding moral application. The moral teaching will thus be in concentric circles; all the child will have to do as its social environment expands will be to prolong the lines that give orientation in the narrower sphere, that has become thoroughly moralized. Habit and teaching reinforce one the other. The enormous advantage of such teaching is quite evident.

Concrete moral teaching, in which are blended the acquisition of habits and the conscious absorption of theoretical principle, will produce lasting results, whereas mere abstract teaching that has no reference to real experience will not carry into later life. Moreover, such concrete teaching that always remains in touch with actualities can forestall the formation of evil habits. One of the painful tasks of the educator is the undoing of habits that have been acquired by the child before it appreciated their immoral character. When the teacher keeps an eye on the conditions in which the child lives and encourages in the child the habit to inquire about the moral nature of new situations that will crop up, the formation of undesirable habits can be prevented. No doubt, this is the more economical procedure. Prevention is by far better than correction; for even though an evil habit is later on corrected it nevertheless leaves a bad and ugly scar. Right habits can be formed long before abstract moral principles can be inculcated. The principle will be easily understood if the acquired habits are favorable to it. Here, then, we have mapped out before us the road along which moral teaching must proceed.

The learned Sister sums up her conclusions in the following paragraph which contains much educational wisdom: "The morality of the young child assumes the concrete form of habits; abstract principles are still beyond its grasp. This principle expresses a concept which should be basic in all educational work, especially in moral education. We are no less creatures of habit morally than we are physically. We learn a complex physical feat by continual practice of the separate acts of which it is composed until they have become habitual; we grasp complex moral principles through familiarity



Gillespie Junior High,
Philadelphia



Wagner Junior High,
Philadelphia

Philadelphia School Board Selects the Best

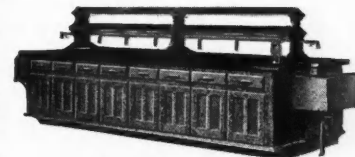
The Philadelphia School Board, after very careful investigation, selected Kewaunee Laboratory Equipment for their two new Junior High Schools. They are satisfied that Kewaunee equipped laboratories will serve them best.

Kewaunee Laboratory Furniture

is the last word in modern school laboratory equipment. Classes can be held every period of the day in a Kewaunee Laboratory. More pupils can be accommodated in each class, each having plenty of room. The efficient arrangement of Kewaunee Furniture makes teaching large classes comparatively easy. Space is saved, equipment gets maximum use and the student is better equipped for the laboratory and class work.

For over 20 years we have been equipping high schools, colleges, universities, private laboratories, hospitals and commercial laboratories with Kewaunee Laboratory Furniture. Our experience in designing and building Laboratory Furniture can be of great assistance to those now building, remodeling or contemplating building school buildings.

We offer the use of our Engineering Department free of charge to schools. Write direct to our factory in Kewaunee — if possible, send us floor plan blue prints or rough sketches. We will make suggestive layout for equipment to meet your requirements without charge or obligation.



Chemical Desk No. 862

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. CAMPBELL, Pres. and Gen. Mgr.

118 Lincoln St., Kewaunee, Wis.

Chicago Office:
14 E. Jackson Blvd.

New York Office:
70 Fifth Avenue

Offices in Principal Cities

and practice of concrete moral acts, until they have become habitual and are amalgamated into a composite whole. We desire our children to be developed morally. The only way to accomplish this end is to train the child from infancy in the performance of specific moral acts. This training must go on at all times and at all places to be effective. Very few things we do, viewed subjectively, are unmoral because they tend to character formation. We should, therefore, train children to see the moral significance of their acts and to perform them always from the highest moral motive." (Op. cit.) Abstract moral teaching will never accomplish this end. Such teaching will not make the child see the connection between the moral principle and the concrete situation in life. It will also neglect the formation of habits, and as a result be of very slight use. The concrete teaching on the contrary is concerned chiefly with the problems of life as they arise in the course of the natural development of the child and will immediately model them after ethical patterns. Here also the teacher has with him the natural interest of the child; for the child is interested in such new life problems as enter into its experience. Unless it has been destroyed by bad habits, the child possesses an instinctive perception of moral possibilities inherent in each new situation. Moral religious teaching, then, must grow out of the child's actual conduct and in its turn tend towards the better orientation of this conduct.

SOCIAL AIMS IN TEACHING CIVICS

(Continued from Page 116)

clerks, and special delivery messenger boys. The Parcel Post, also, in large cities is under a special superintendent.

Clerks.—Have charge of separate mail not carried to letter boxes; charge of registry and money orders.

Carriers.—Have charge of the collection and delivery of mail on the street.

In order to break the strain in the discussion of this topic which includes so much detail, the teacher may ask the pupils for stories, real or imaginary, connected with the sending of an important letter. Stories and descriptions of postal service across the Great Plains of the U. S. in pioneer days; urgent appeal that the Christmas

and Valentine Day mail should be less crowded for the carriers; the relationship of the Red Cross movement with Postal service; story of the growing service of the parcel post; story of mail in Alaska; dog sledges, etc., will be useful. Use pictures.

Fifth Grade pupils should likewise be taught to see the nature of the services rendered by, and his obligation to, the "garbage-man" and the street sprinkler. A discussion of the systems of streets, and alleys, and parks, and care therefor should be introduced. Because much of their enjoyment is in the street they become acquainted with other agencies of the city government. Besides its Police, and its Fire Department, and Health Department, they should study, too, the Waterworks, and Lighting Plant.

Hence these questions:

Why are children forbidden to play ball or coast upon the streets and sidewalks?

Why are workmen digging deep into the streets and laying pipes of various sizes?

Why are passageways marked private and teams forbidden to enter?

Why are the streets lighted at night?

Why are they cleaned and sprinkled and the snow shoveled in winter?

Why are streets named and numbered?

From all of this the children learn that the street Department includes much of great importance in the way of community safety and comfort.

(a) How the city controls its thoroughfares and streets.

(b) Relation of other departments to the Street Department.

(c) How the children can co-operate in keeping the streets in order.

It is possible to correlate the story of national highways described in history, with the opening up of the roads everywhere. Overland routes, post-roads, and the like make interesting stories and anecdotes for special topics. Make posters showing early letter carriers, pony express, stage coaches, first trains and steamboats, down to the almost perfect methods of today.

Announcing Composition and Grammar

By ALFRED M. HITCHCOCK
Hartford Public High School
Hartford, Conn.

This Junior High School text gives fresh emphasis to the principle that pupils must be taught to think, to "win possession," before they can be taught to write. The exercises give sound drill in the mechanics of stimulating and organizing thoughts. The grammar material is practical, simply presented, and fully given.

HENRY HOLT AND COMPANY, Inc.

1 Park Ave.
New York

2626 Prairie Ave.
Chicago

6 Park St.
Boston

149 New Montgomery St.
San Francisco

SOME THOUGHTS AND SUGGESTIONS ON OUR FICTION LIBRARY

By Brother Ernest, C.S.C.
(Concluded from May Issue)

Another way of keeping interest alive is to mark the new books with small paper stars. These can be bought at nearly all book stores, and are easily put on, for they are gummed. The stars can be bought in various colors and should be put on the backs before the books are shelved. It might be well, also, to divide the books into three or four big divisions, such as detective stories, stories of outdoor life, love stories, and stories of adventure, for these are the greatest divisions. By placing a star of one color on all detective stories, and a star of a different color on all books of the second division, and so on, it becomes possible for the students to detect instantly whether or not a book of the kind they are looking for is in.

A librarian should also have what is called a "table displayer." This he should have on his desk, and it should be his business to keep it filled with good books. The power of suggestion is strong and should be utilized to the full. Many people would take a book from the displayer and read it who would not otherwise pick such a book. In this way many good books will be read that would otherwise be overlooked by the students. If the librarian is careful he can in this way elevate the students' literary taste.

At first I allowed the boys to keep the books for two weeks if they wished. But I soon noticed that many kept them for the full period, and as a result the other students had to wait that long before they could get the ones they wanted. In many cases, after several inquiries (and you know youth must be served!) a boy who had wanted a particular book would give up coming to inquire for it. Then I made all new books "seven day books" with a fine of two cents a day for overtime. This had the desired result. Books were returned promptly, congestion was relieved and the situation became satisfactory to all.

There are many other ways of keeping up interest, and I believe that observant librarians in many of our schools could write very interesting papers for us on this subject. If other librarians get only some of the results that I got, my point will need no further proof.

Now let us consider the last question. How can the library be manned without an extra paid faculty member? This is the chief requisite: the teacher who has charge of the library, or who is appointed librarian, must have a good knowledge of the work involved. He should have completed a course in library science. It might be well for me to mention that it will not be long before each high school, desirous of keeping a first-class standing, will be required to have a full-time librarian. I know that there is a movement on foot for that already, and it behooves us to prepare. But that is a little beside our point. Let us take for granted that the librarian we have is qualified, but it is not possible under present conditions, we will say, to have that teacher there at all times during the day. Here is my solution, and it works very well for me.

At all periods during the day, except the first class period, there is at least one division of stu-



Licensed under Patents
of October 23, 1923,
March 25, 1924

"Junglegym" Trade Mark
Registered United States
Patent Office

The Junglegym No. 2, a whole playground in itself

The model pictured above is capable of handling 100 children at a time — the only thing being necessary is space to set it up. And what an economy in space compared with other amusement devices.

Not only has the Junglegym met the approval of expert play leaders and physical educators, but the children themselves love it, because it meets their natural instinct to climb. Absolutely safe at all times.

Junglegym No. 2 \$250

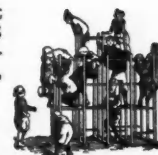
Junglegym Jr.

A play apparatus — not an amusement device.

With the thought in mind that the younger children from 3 to 8 years of age would enjoy and benefit from using the Junglegym, this special model was created.

Steel\$125

Wood\$50



A. G. Spalding & Bros.

Playground Department

Chicopee

Mass.

dents in the study hall. I picked out one boy from each division and trained them in the use of the decimal system. It was remarkable how quickly they learned what was to be done, and how careful they still are to retain their positions on the library staff! As soon as it is time for the first group of boys to go to the study-hall, the librarian from that division goes at once to the library, takes up his position at the desk, and remains there until he is relieved by the one from the second division, and so on. The other students respect those appointed, for they know that the librarians are sub-faculty members, so to speak, and as such are deserving of respect and co-operation. We have never yet had any trouble or any complaint on the part of the students with respect to the assistant librarian. There is just one sad feature about this phase of the library, and that is that there are not periods enough in which to use the splendid lads who want to give their aid.

I think I have made my points clear, and I will close this paper with a list of books I have added so far this year. This list represents not only the types of books the boys like, but they are good, clean books, the kind that we want our Catholic boys to read. I can vouch for every one of them.

The Lost Mr. Linthwaite, by Fletcher; Dower House Mystery, by Wentworth; Terrible People, by Wallace; The Fighting Scrub, by Barbour; Murder on the Links, by Christie; Clue of the New Pin, by Wallace; The Snare, by Sabatini; Fourth Norwood, by Pinkerton; Door with Seven Locks, by Wallace; Heaven-Kissed Hill, by Fletcher; Green Archer, by Wallace; Buck Peters Ranchman, by Mulford; Short-Cut, by Gregory; Bellarion, by Sabatini; Red Thumb Mark, by Freeman; Six-Feet-Four, by Gregory; Bardelys the Magnificent, by Sabatini; Missing Initial, by Lincoln; The Black Cat, by Tracy; The Bat, by Rinehart; Zero, by Owen; Oklahoma, by Cooper; The Key, by Thayer; Wings, by Saunders; Canyon Gold, by Hankins; Mystery in Red, by Williams; The Carolinian, by Sabatini; The Alaskan, by Curwood; Valley of Adventure, by Ogden; Death at Swaything Court, by Connington; Soul of Abe Lincoln, by Babcock; Poison, by Thayer; Hangman's House, by Byrne; Secret of Chimneys, by Christie; We, by Lindbergh; Mill of Many Windows, by Fletcher; The Man They Hanged, by Chambers; Three Knots, by Parker; Lindbergh the Lone Eagle, by Fife; The Lion's Skin, by Sabatini; The Trail of '98, by Service; Black Thunder, by Bower; Test of Donald Norton, by Pinkerton; Understanding Heart, by Kyne; A Man for the Ages, by Bacheller; Mother, by Norris; The Virginian, by Wister; Hand of Fu Manchu, by Rohmer; Danger Trail, by Curwood; First Down, Kentucky, by Paine; Captain Blood, by Sabatini; Sea Hawk, by Sabatini; Enchanted Hill, by Kyne; The River's End, by Curwood; Scaramouche, by Sabatini; Dream Detective, by Rohmer; Cave Girl, by Burroughs; Golden Scorpion, by Rohmer; Moon Maid, by Burroughs; Middle Temple Murder, by Fletcher; Black Abbot, by Wallace; Gentleman of Courage, by Curwood; Big Four, by Christie; Herapath Property, by Fletcher; Fortune's Fool, by Sabatini; Great Brighton Mystery, by Fletcher; Gates of Doom, by Sabatini; 20,000 Leagues Under the Sea, by Verne; Forbidden Door, by Landon; Saint Martin's Summer, by Sabatini; Unknown Seven, by Coverdale; Isobel, by Curwood; Afterwards,



VELOUR CURTAINS & CYCLORAMAS STAGE SCENERY

The Wm. Beck & Sons Co.

ESTABLISHED 1858

2109-2112 Highland Ave.

Cincinnati, Ohio

Biology Physics Chemistry

BIOLOGY: Dissection specimens and instruments
Microscopes, accessories, prepared slides.
Apparatus, chemicals, reagents.
Life Histories.

CHEMISTRY: Standard quality chemicals
Laboratory glassware and porcelain.
Demonstration and laboratory apparatus.

PHYSICS: Laboratory and demonstration apparatus for Mechanics, Heat, Light, Sound and Electricity.

"Specialist Service" in teaching each of these sciences at your disposal.

Satisfactory Materials. Prompt Service. Reasonable Prices.

Price lists upon request

Biological Supply Company

1176 Mount Hope Avenue

Rochester, New York

The Perry Pictures

Reproductions of the World's Great Paintings



Send 50 cents for 25 pictures on the Life of Christ, or 25 for children. Size 5 1/2 x 8.

A teacher will find her work more interesting by the use of these pictures.

The Good Shepherd Plochorst

One Cent Size. 3x3 1/2. For 50 or more.

Two Cent Size. 5 1/2 x 8. For 25 or more.

Large Pictures for Framing. Artotypes.

Size 22x28 inches including the margin. \$1.00 each for two or more; \$1.25 for one. Send \$2.00 for the above picture and The Immaculate Conception.

Catalogues. Send 15 cents in coin or stamps for 64-page catalogue of 1600 miniature illustrations.

The Perry Pictures Co.

BOX 51, MALDEN, MASS.

by Lowndes; Doctor Ricardo, by Garrett; Exterior to the Evidence, by Fletcher; London After Midnight, by Rask; The Gold Gauze Veil, by Read; The Thirteenth Letter, by Lincoln; The Red Lacquer Case, by Wentworth; Hearts of Hickory, by Moore; The Haunted Bookshop, by Morely; The Nuptials of Corbal, by Sabatini; False Scent, by Fletcher; The Voice of the Murderer, by Walsh; The Hounds of God, by Sabatini; The Bellamy Trial, by Hart; The Canary Murder Case, by Van Dine; The Murder of Roger Ackroyd, by Christie; The Wrong Letter, by Masterman; The Portrait Invisible, by Collomb; The 14th Key, by Wells.

BREVITIES OF THE MONTH

Essays of two Catholic girls, students of Holy Names Academy, Seattle, Wash., won first and second prizes in the regional flag contest finals.

Topeka Catholic High School, Emporia, Kans., for the third successive year has been declared the winner in the Kansas State scholarship contest.

St. Leo's Parochial School, Tacony, Pa., made an unusual record in the city-wide spelling bee, when its students captured first, second and third prizes.

Miss Olga Pavlova, seventeen year old pupil of St. Mary's Academy, Winnipeg, Man., is the winner of first prize in the Manitoba competition for mezzo-sopranos, Class A.

Music Week, with five public schools in Porterville, Calif., and several others in the rural districts competing, St. Anne's parochial school won first and second prizes.

Students from Catholic colleges won first and second places in the regional semi-finals of the Fifth National Inter-collegiate Oratorical Contest held at the College of New Rochelle, N. Y.

Seventy-seven of the ninety-three years that Sister Mary Simplicita Yost has been on earth have been spent in the Academy of the Visitation at Frederick, Md. She has just celebrated the diamond jubilee of her religious profession.

St. Anthony's parochial school, San Francisco, was in need of repairs. The Sister in charge asked the children to collect newspapers and they brought more than seven tons, for which the school received over \$104, enough to make all the repairs needed.

Peter A. Ospital, sophomore at St. Mary's high school, Stockton, Calif., has been selected regional boy champion in the first annual flag contest conducted by the United States Flag Association for boys and girls of the United States.

Official notice received from University of California, states that the Immaculate Heart College, Los Angeles, has received the rating of 100

per cent. This grading is based upon the scholarship of college students who, during the past year, have transferred to the University.

Competing against 113 other high schools in North Dakota, the Academy of St. James of Grand Forks, won the Lions' Club Sweepstakes trophy for general scholastic excellence at the Annual State High School contests held at the University of North Dakota.

At the sixtieth annual commencement of the Maryville Academy of the Sacred Heart, St. Louis, Mo., Miss Sara Benoit, a member of this year's graduating class, was awarded the special honor of the schools conducted by the Religious of the Sacred Heart, the prize of excellence.

A special blessing from Pope Pius XI was received by Sister Mary Josephine, of the Visitation Convent, Georgetown, D. C., on the occasion of her golden jubilee in the service of that institution.

Co-operating with those in charge of the new course in aeronautical engineering to be introduced into the Marquette University college of engineering next fall, the aeronautics division of the United States Navy department has given Marquette almost \$20,000 worth of aviation equipment, most of it obsolete.

When Rt. Rev. Robert J. Armstrong, Bishop of Sacramento, went to dedicate a parochial school in his diocese, he learned that the local Protestant minister had made an unsolicited contribution of \$500 to the building.

Brother William Hamm, S.M., Freshman in the Scholasticate of the Brothers of Mary, at Maryhurst Normal, Kirkwood, Mo., was awarded the second prize of \$300 in a national essay contest sponsored by the American Chemical Society. His essay was entitled "The Inter-relation of Chemistry and Applied Electricity."

The annual meeting of the Catholic Educational Association will be held at Toledo, Ohio, June 24-27. The preliminary program (subject to change) outlines the time, place and addresses to be delivered in the various departments or sections into which the work of association is divided.

Information desired in regard to the meeting can be obtained from the Rev. F. J. Macelwane, Diocesan Superintendent of Schools, 2572 Cherry St., Toledo, Ohio.

Sister M. Ethelburg Leuschen, O.S.B., a member of the Freshman Class at Mt. St. Scholastica College, Atchison, Kans., has been awarded the second prize of \$300 for her essay on "The Relation of Chemistry to National Defense."

The University and College Freshman Contest is a national contest held by the American Chemical Society for the purpose of encouraging students to acquire a greater knowledge of Chemistry.

FREE REVIEW MATERIAL

FOR

7TH

AND

8TH

GRADES

WRITE for sample Questions and Answers and other valuable Review Material contained in Warp's FREE catalog of Review Books. (For seventh and eighth grade pupils and for Teachers' Examinations.)

Warp's Review Books

contain actual questions, selected from past official examinations, with complete answers. They give pupils an idea of the kind of questions asked and the nature of answers required. Conveniently arranged and systematized. Save preparing test questions. Excellent for class drill, weekly tests and home assignment. Endorsed by educators and used in schools of all states.

ORDER FROM THIS LIST FOR 7th AND 8th GRADE EXAMINATIONS

-Agriculture	-Drawing	-Orthography
-Arithmetic	-Geography	-Penmanship
-Bookkeeping	-Grammar	-Physiology
-Civil Government	-U. S. History	-Reading
-Eng. Composition	-Music	

ORDER FROM THIS LIST FOR TEACHERS' EXAMINATIONS

-Agriculture	-Constitution	-Orthography
-Algebra	-Drawing	-Penmanship
-Arithmetic	-Geography	-Physical Geography
-Bookkeeping	-Grammar	-Physiology
-Botany	-History	-Psychology
-Chemistry	-Literature	-Reading
-Composition	-Music	-Theory

Each book contains both questions and answers and are sent postpaid at 40c per copy. See quantity prices below:

SPECIAL CLUB RATES, POSTPAID
 4 or more copies, 35c each. 12 or more, 33c each. 25 or more, 30c each. 50 or more, 28c each. 100 or more, 25c each.

10 Days' Free Trial
 We are sure these books will please you—so sure that we will let you have them on trial. Indicate the books you need and enclose your check. If at the end of 10 days you are not fully satisfied, you may return the books and we will gladly refund your money.

WARP PUBLISHING CO.
 MINNEN, NEBR.

W. KUNDMANN BINDERY
 Special attention to the binding of books for the Clergy and Institutions.
 Out-of-town work consigned by Parcel Post or Express, given careful attention.
 References: St. Francis Seminary, Pio Nono College, Marquette University and this Journal.
 New Address: 3rd Floor, Terminal Bldg.
 Phone Broadway 4706 Milwaukee, Wis.

We Feature Right Quality
COFFEE & TEA
 HOTELS, RESTAURANTS AND INSTITUTIONS OUR SPECIALTY
 TRY A 5 LB. CARTON
Foelske & Kuehn
 235 Broadway Milwaukee, Wis. Broadway 3246

SISTERS! BROTHERS! CLERGY! Lay Teachers!
 Mention The Journal to advertisers
 The advertisers are the greatest factor in making THE JOURNAL a financial success.

Convent Hosiery
 One FREE pair with order for one dozen or more, any style.
 Direct from Manufacturer to Wearer
 Write for Catalogue or Gift Certificate
 Girdles for religious; graded cording. (no filler) clear wool, 25c yard.
CORA M. GEIS
 386 Kenwood Blvd. Milwaukee, Wis.

BOOK ORDERS FILLED
 Send for list of Special Offerings
DESMOND PUBLISHING COMPANY
 445 Milwaukee St., Milwaukee, Wis.

The Catholic School Journal

And Institutional Review

A Magazine of Educational Topics and School Methods
An illustrated Magazine of Education. Established
April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office of Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTION—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$2.00; Canada, \$2.25; Foreign, \$2.50.

CAUTION—Do not pay subscription to any person unknown to you. Beware of Imposters.

REMITTANCE—Remit by express or postal orders, draft or currency to The Catholic School Journal, Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment of postage.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

DESMOND PUBLISHING CO., Publishers
JOSEPH G. DESMOND, President and Managing Editor
445 Milwaukee St. MILWAUKEE, WIS.

CONTENTS FOR JUNE, 1929

Volume 29	No. 3
	Page
Illustrated Design	Cover
Current Educational Notes, "Leslie Stanton"	111
Kindergarten and Primary Teaching, Sister Rosalie Teresa, O.C.D.	113
Individual Methods and Precautions, Sister Mary Paula, S.N.D. de N., M.A.	115
Social Aims in Teaching Civics, Sister Mary Octavia, O.S.D., Ph.B.	116
Educational Value of the Short Story, Sister Egbert, G.N.I.H., M.A.	117
The Papacy and the Founding of Democracy in America, Charles H. McCarthy, Ph.D.	119
Looking After the "Finished Product", Rev. E. F. Garesch�, S.J., LL.B., M.A.	121
Some Thoughts Upon Deficiencies in the Modern Educational System, Rev. F. Jos. Kelly, Ph.D.	122
Why Figures of Speech? Sister Mary Aloysi, S.N.D., M.A.	123
Art Illustrations for Religious Instruction, Brother F. Cornelius, F.S.C., M.A.	126
Talks With Grade Teachers, Sister Mary Louise Cuff, S.S.J., Ph.D.	128
The Teaching of Religion, Rev. C. P. Bruehl, Ph. D.	134
Some Thoughts and Suggestions on our Fiction Library, Brother Ernest, C.S.C.	137
Brevities of the Month	139
Editorial Comment	140
New Books Reviewed	142

EDITORIAL COMMENT

"WORD GIANTS"

Luxuriance	Adequate
Annihilate	Infringement
Onerous	Diaphanous
Belligerent	Panacea
Corral	Monastery
Imminent	Connubial
Millennium	Catastrophe
Planetary	Prodigious
Vigilance	Aggrandizement
Correlate	Gamut

"Word giants" was the designation applied to the words in the list printed above, when, one by one, they proved stumbling-blocks to young people from schools in all parts of the United States who had gathered at Washington, D. C., to participate in the elimination test to determine winners in a National Spelling Contest conducted under the auspices of a group of American newspapers. The number of competitors in the elimination test was twenty-one. They were boys and girls who had emerged triumphant from spelling competitions in their respective schools and localities and States. The youngest was only ten years of age, but most of them were in the neighborhood of thirteen. In racial antecedents they were representative of the composite character of the population of the republic. This is indicated by their names. Virginia Hogan, winner of the first prize—\$1,000—lives at Omaha, Nebraska, but it would not be rash to conclude that on one side, if not on both, her ancestry runs back to the Emerald Isle. The winner of the second prize—\$500—is Viola Strbac, of Silver Dale, near Cudahy, in the environs of Milwaukee, Wisconsin. Strbac is another family name which one might search for in vain in the passenger list of the Mayflower.

One of the participants in the elimination test was a Japanese boy, Teru Hayashi, who lives at Ventnor, New Jersey. His methodical procedure as the test went on was to pronounce and define each word that was proposed to him, in order to be sure that he understood it correctly before undertaking to spell it. The "word giant" in his case was panacea. Following his defeat, he averred that panacea was a word which he had never before encountered, and of whose existence he was unaware until it was given to him at the test. An element of uncertainty entering into every contest of this character is the possible introduction of words unfamiliar to some of the contestants. Excellent spellers are nonplussed when called upon to spell words which they have never heard or seen, and it is not to be expected that any youngster of thirteen or thereabouts has been able to snatch even a passing acquaintance with every word in the English language.

Young Hayashi and all his fellow spellers at the elimination test earned distinction by winning their way to a place in the final test, in which it was possible for only one of them to carry off the highest honor. As for the "word giants" on one or another of which all but twenty of them went to defeat, the accident of personal experience very likely might have been a deciding factor. There is not in the list a word that would be a "giant" to everybody, or even to the spellers of average ability in the schools of the United States. Yet undoubtedly there would be countless failures among fairly good spellers in American schools undertaking to give the correct orthography of other words which presented no difficulty to participants in the national contest.

Teachers may be interested in the list of words which happened to prove "giants" to the good spellers at the contest. Many a teacher will be tempted, perhaps, to test her own pupils by giving out these so-called "word giants" to her class. In many classes composed of bright pupils not above thirteen years of age, there may be found spellers who can cope successfully with every word on the list.

Prompt Notice of Change of Address.

Those of our subscribers who have their addresses changed during the summer months are requested to notify us promptly, giving both the new and old addresses, in order that regular delivery may be had in the future. Any missing issue will be supplied without charge, if early application is had. Complete files of The Journal now.

American Hall of Fame.

School children are interested in some instances more than many of their elders in the announcement that portrait busts of eight distinguished Americans have been added to the collection in the Hall of Fame, at New York. Five of the eight are of writers with whose names pupils have become familiar because of selections from their works contained in books which are used in the schools. These are William Cullen Bryant, Nathaniel Hawthorne, Oliver Wendell Holmes, Henry Wadsworth Longfellow, and Francis Parkman. Three of the latter were poets, one a master in high-grade fiction, and the fifth a famous historian. Questioning their classes, teachers usually will find that pupils in all the grades above the lowest are more or less informed regarding these authors and some of their writings.

Of the other three celebrities whose busts were unveiled at the same time, one was a woman, Emma Willard. She was a pioneer in the United States in the work of opening the doors of education to members of her sex. James Madison was a President of the United States, and Henry Clay was a statesman, the choice of a large number of his countrymen for the Presidency, though failing of election. For many years he was notably influential in directing national affairs.

"The Hall of Fame for Great Americans" is a building on University Heights in the city of New York, erected and maintained from a fund contributed by an unknown donor in the year 1900, and administered by the Council of New York University. The rules under which names are selected for honor prescribe that the Council shall invite nominations from the public. The eminent Americans so far commemorated in the Hall of Fame number sixty-five, fifty-eight of whom are men and seven women. None are eligible to be chosen until twenty-five years have elapsed since their death. Additions to the list are to be made at five-year intervals until the year 2,000, when, it is expected, the number of one hundred and fifty—proposed as the limit at the outset—will have been completed.

Pupils in the Lower Grades.

In their recent annual reports, superintendents of Catholic parochial schools in various parts of the country have noted, in despite of a gain in total enrollment, a falling-off in the number of pupils in the lower grades. In several instances there has been an undertaking to account for this on the assumption that many Catholic parents, attracted by the prestige of the kindergartens in the public schools, send their little ones to those establishments, and in accordance with this theory it has been urged that provision of kindergarten facilities in the parochial schools is the obvious solution of the problem.

Has there been a jumping at conclusions? If the public school system were drawing from the normal attendance at parochial schools, it would be natural to look for evidence

of the fact in increased attendance at the public schools, especially in the lower grades. It happens, however, that public schools as well as parochial schools report a falling-off in the lower grades.

In the opinion of Frank M. Phillips, chief of the Division of Statistics of the United States Bureau of Education, the cause of decreasing enrollment in the lower grades is a decreasing birth-rate. "The birth rate today," he says, "is about one-half as high as it was in 1880. In 1915 the birth rate in the Registration Area of the United States was 25.1 per thousand persons per year, as compared with 20.4 in 1927, a reduction of about 20 per cent. France maintains a stationary population with a rate of about 19. Ours is below that in fifteen states. In this regard, it is significant that we have had fewer children in the first grade of the public schools each year since 1918 than we had in 1918. In that year we had 4,281,013 in the first grade, and in 1926 we had 3,293,492. In 1926 we had fewer in the third grade than in 1923, and fewer in the fourth grade than in 1924. "Generally speaking, the birth rate is lowest in those states that have a high per capita wealth, and highest in those states with a low per capita wealth. Montana has a birth rate of 13.6, and a per capita wealth of \$3,728, while North Carolina has a birth rate of 28.8 and a per capita wealth of \$1,879."

These remarks, it is to be remembered, are based upon a study of statistics relating to public school attendance only, and upon vital statistics of the population at large, irrespective of creeds. There may be significance, however, in the circumstance that contemporaneously with decreased enrollment of school children in the lower grades there has been a falling off in the birth-rate. The extent to which the birth-rate has declined since 1915 is widely regarded as attributable in a large degree to the World War. Radical changes in living conditions have taken place since 1915, nor was the period between that year and 1880 without significant economic and social evolution. In the similar days of the Republic, people generally married earlier in life than is the rule at the present time. This factor would of itself go a long way toward accounting for a decrease in the birth-rate.

The Education of Lawyers.

"Nothing too much!" was the maxim of a Greek philosopher. Often in the long history of education has arisen necessity for altering the emphasis placed by schoolmen upon this or that excellent principle of the art of teaching, not because it was not a valid principle, but because in the practice of the moment it had come to be overstressed. This, in the opinion of Alfred Z. Reed, is what has happened in the law schools of the United States with reference to the process of imitation and standardization, which has characterized the activities of reformers of legal education during the past forty years. He

is the author of "Present-Day Law Schools," a volume which has just been issued as a Carnegie Foundation Study. In this book, as in an earlier publication, "Training for the Public Profession of the Law," which came out a few years ago, he declares that the present need is for progressive differentiation, rather than for standardization, of legal education and of lawyers.

Many lawyers and teachers of law applaud what he says, while not a few, on the other hand, maintain the excellence of the prevailing system which he disapproves. The question is one regarding which much may be said on both sides, and undoubtedly it will be "threshed out," with the conclusion, possibly, "when all has been said," that teaching by the process of imitation and standardization is not a bad way of teaching, but that it is not the only way of teaching, and that while too effective to warrant its utter abandonment, it should not be the sole reliance in forming practitioners at the bar—in short that it furnishes another instance of a good thing which has been overdone.

The great objection to it is that men whose training has begun and ended under this system of instruction tend to become what are known as "case lawyers"—efficient within certain limits, but not possessing the "all-around" competency which in former days was common among practitioners at the bar whose training had consisted very largely of the study of general principles and who were "put to it" in the first place to apply those principles for themselves and in the next place to convince the court that their applications were the correct ones.

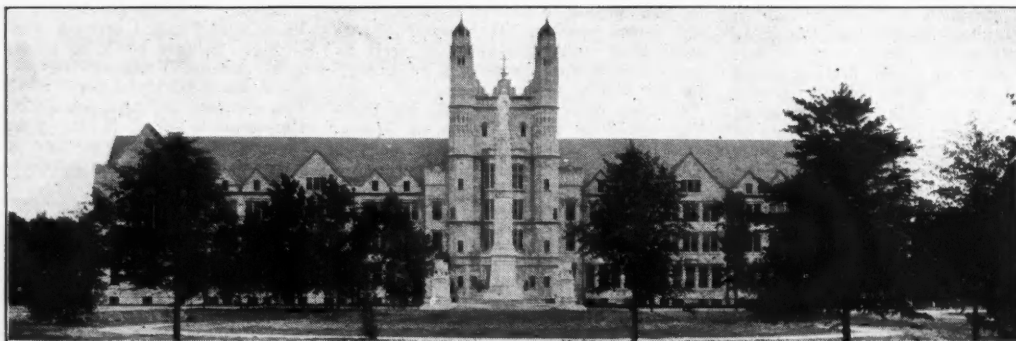
An Appeal to Teachers.

Editor Catholic School Journal: Peace monuments are to be found in nearly all countries of the world. The nations are sick of war, and all earnestly praying for world peace. In the promotion of this peace movement teachers can be powerful factors. If the rising generation is convinced that "war is hell," then wars will be impossible. What can war-dogs and yellow press do if young men refuse to take part in the killing of their brethren? May every teacher in the land see his or her duty in this line! The Mission of Christ on earth was for Peace. On Christmas day the Angels sang, "Peace to men of good will." "Blessed are the Peacemakers, for they shall be called the children of God." Whose children are the war-makers? God bless the teachers who are friends of Peace.

—(Rev.) Raymond Vernimont.
Denton, Texas.

Support Catholic Schools Like Public

Since the so-called financial equality law went into effect in Holland, the Catholic schools in that country have gained 100,000 pupils. This law puts private schools in Holland, so far as support from the State is concerned, on a par with the public schools. The Catholics in Holland constitute nearly two-fifths of the whole population.



LIBERAL ARTS BUILDING, MARYGROVE COLLEGE, DETROIT, MICH. Johnson System installed.

TEMPERATURE AND HUMIDITY CONTROL

THIS important problem has been solved in the following new buildings for which contracts have been made for the JOHNSON SYSTEM:

Our Lady of Angels School, Albany N. Y.
St. Matthew's School, Allouez, Wis.
St. John's School, Antigo, Wis.
Holy Trinity School, Bloomington, Ill.
John Baptist Cath. High, Bangor, Maine
St. Mary's School, Burlington, Wis.
St. Mary's School, Clinton, Iowa
Imm. Conception School, Cedar Rapids, Iowa
St. Casimir's School, Chicago, Ill.
St. Joseph's School, Cudahy, Wis.
St. Francis School, DePere, Wis.
St. David's Addn., Detroit, Mich.
St. Joseph's School, Fond du Lac, Wis.
St. Mary's Sprgs. Acad., Fond du Lac, Wis.

St. Ann's School, Francis Creek, Wis.
Columbus Club, Green Bay, Wis.
St. Peter & Paul School, Green Bay, Wis.
St. Thomas School, Kenosha, Wis.
St. Casimir's School, Kenosha, Wis.
St. James' School, Kenosha, Wis.
Holy Rosary, Kewaunee, Wis.
St. Bridget's School, Louisville, Ky.
Sacred Heart High School, Madison, Wis.
St. Mary's School, Manitowoc, Wis.
St. Peter & Paul School, Mankato, Minn.
St. Andrew's School, Manitowoc, Wis.
St. Joseph's School, Marinette, Wis.
St. Alexander's School, Milwaukee, Wis.

St. Barbara's School, Milwaukee, Wis.
St. Elizabeth's School, Milwaukee, Wis.
St. Gerard's School, Milwaukee, Wis.
St. Mary Magdalene School, Milwaukee, Wis.
St. Michael's School, Milwaukee, Wis.
St. Rose's School, Milwaukee, Wis.
Marquette Univ. High, Milwaukee, Wis.
Sisters of Mercy High, Milwaukee, Wis.
St. Stanislaus School, Milwaukee, Wis.
Holy Angels High School, Milwaukee, Wis.
School for Dom. Fathers, Madison, Wis.
High School, Sisters of Prov., Norwood, O.
St. Catherine's School, Racine, Wis.
St. Edward's School, Racine, Wis.

THE FUEL SAVING ALONE OF 15 TO 35 PER CENT WITH JOHNSON HEAT CONTROL PAYS FOR ITS INSTALLATION THE FIRST FEW YEARS, AND REMAINS AN ECONOMY FACTOR EVER AFTER

Milwaukee JOHNSON SERVICE COMPANY, Wisconsin

Authorities agree that the maintaining of proper temperature conditions in the school

Branch Offices in all Large Cities

room is the important essential of a heating and ventilating system.

NEW BOOKS REVIEWED

Orations of Cicero, With a Selection From His Letters. Revised Edition. Edited with Introduction, Grammatical Outline, Notes, Vocabularies, and Exercises in Prose Composition, by Frank Gardner Moore, Professor of Latin, Columbia University, and John Edmund Barss, Master of Latin, the Loomis School, Windsor, Connecticut. Cloth, 644 pages. Price \$1.96. Ginn and Company, Boston.

This is an "easier" book than the first edition, experience having brought the conviction that students in many instances were discouraged by the assumption of a degree of efficiency on their part which they had not attained. Much is left to the discretion of the teacher as to methods of study to be pursued, and there is a great deal of new and valuable matter in the book, which is likely to be widely appreciated.

Watchful Elders. A Word to Parents and Educators About Educating Children to Purity. By Rev. Kilian J. Hennrich, O.M. Cap., M.A., Director General Catholic Boys' Brigade, U. S.; Author of "Boy Guidance," "New Life," etc. Stiff paper covers, 60 pages. Price, 40 cents net. The Bruce Publishing Company, Milwaukee, Wisconsin.

This booklet is not for children. It is for parents, confessors, and educators—persons in charge of children and responsible for their physical and moral well-being. Its purpose is to supply or suggest verbal formulae by which vital information may be conveyed at need to young people of either sex without offense to modesty and with the effect of strengthening their guard against dangers which assail the ignorant with especial force.

A General History of the Christian Era. In Two Volumes. Volume Two. Modern Times Since 1517. A Textbook for High Schools and Colleges. By Nicholas A. Weber, A.M., S.T.D., Professor of History at the Catholic University of America and Trinity College. With an Introduction by Right Reverend Thomas J. Shahan, D.D. Cloth, 718 pages. Price, The Catholic Education Press, 1326 Quincy Street, N.E., Washington, D. C.

This is the fourth edition of a book of outstanding merit which supplies a need that had been widely felt before it appeared. Intended primarily for use as a text in high schools and colleges, it is admirably adapted also to the requirements of the general reader, and will find a place on the shelves of private libraries as well as in the schools. Direct and extensive treatment of the history of the United States it does not undertake. With this exception it covers the history of Christendom from 1517 to 1928. The work is marked by breadth of view, by judicial fairness of tone and

by clarity of style. It is a storehouse of reliable information whose contents are in order and readily available to inquirers seeking truth. As Dr. Shahan observes in his Introduction, "an atheistic, anti-Christian or purely material interpretation of history has become one of the great evils of our time." Here is an antidote for the deleterious influence exerted by the flood of misleading literature issued in the name of history during the ten years since the World War.

Health Readers: Teachers' Manual.—Guide for a Health Program. Grades One, Two, and Three. By Jessie I. Lummis and Williedell Schawe. With Illustrations. Cloth, 196 pages. Price, World Book Company, Yonkers-on-Hudson, New York.

Miss Lummis and Miss Schawe took a leading part in the demonstrations of health education for little children recently conducted at Denver. There will be general interest in their setting forth of principles of instruction whose efficiency has been subjected to the test of experience and won the commendation of accepted authorities. In the whole campaign of sanitary education the most important link is the instruction of the individual child, and while what is attempted in the school is important, much that is worth while can be accomplished in the home. For this reason this book will be of interest not only to teachers, but to parents as well. The little volume is brightly written and helpfully illustrated.

The New Wide Awake Fourth Reader.

By Clara Murray. With Illustrations by Harry C. Edwards and Beatrice Stevens. Cloth, 329 pages. Price, Little, Brown and Company, Boston.

Assuming that careful study of the preceding issues of the series has given pupils mastery of the mechanical details of reading, this book lays emphasis on the more aesthetic aspects of the art. Having learned to read, the next step for pupils is to learn by reading. The book is original and attractive in all of its contents. It bristles with incitements to word-study by the use of the dictionary. There are numerous brief notes conveying interesting information relating to the selections.

A Dictionary of the Psalter. Containing the Vocabulary of the Psalms, Hymns, Canticles, and Miscellaneous Prayers of the Breviary Psalter. Edited with Introduction by Dom Matthew Britt, O.S.B., St. Martin's Abbey, Lacy, Wash., Author of "Hymns of the Breviary and Missal." Preface by Rt. Rev. John B. Peterson, D.D., Bishop of Hippo, Auxiliary Bishop at Boston. Cloth, 335 pages. Price, \$4.50 net. Benziger Brothers, New York.

Even the accomplished classical Latin scholar finds difficulties in the Latin of the Vulgate. In this scholarly work they are resolved. The volume should come into the possession of every Seminarian at the outset of his course, for it will not only help him with ecclesiastic Latin, but also inspire him with enhanced appreciation of the beauties of the Psalter. The Reverend Clergy and all who recite the Office will also find this a useful book.

Visits to Our Lady, or A Young Girl's Month of May. By Sister Helen Louise, Sister of Notre Dame de Namur. Stiff paper covers, 61 pages. Price, The Advantage Press, 436 Commercial Square, Cincinnati, Ohio.

As its title indicates, this booklet is intended primarily for young girls, in whose lives devotion to Our Lady is especially enjoined as a vital element of worship. The booklet is beautifully adapted to its purpose of assisting profitable meditations and stimulating good resolutions.

Words. Spelling, Pronunciation, Definition and Application. Compiled by Rupert P. SoRelle and Charles W. Kitt. Second Revised Edition. Cloth, 183 pages. Price, 44 cents net. The Gregg Publishing Company, New York.

The world is moving so fast that new words and new meanings for old words spring up overnight. Hence the necessity of this latest edition of what was a good book before and now has been made even better, by accommodating it to the latest requirements of the present day business man in the direction of enriched vocabulary. The organization of its subject matter is in accordance with the latest pedagogic findings. There is an alphabetical index to more than 5,000 words,

giving the page on which each may be found. The book also contains technical vocabularies compiled in accordance with suggestions from recognized leaders in leading industries and professions.

The Fundamentals of Argumentation and Debate. By J. Walter Reeves, A. M., the Peddie School, Hightstown, N. J. Revised. Cloth, 96 pages. Price, D. C. Heath and Company, Boston.

To simplify the subject matter so that it may be more quickly grasped has been the chief aim of the author of this little handbook, which is likely to be appreciated as a text for short courses in the freshman year of college work, as well as wherever debating clubs and societies exist.

Elements of Public Speech. By J. K. Horner, Assistant Professor of English, Chairman of the Division of Speech in the University of Oregon. Boards, with cloth back; 313 pages. Price, D. C. Heath and Company, Boston.

The author of this acceptable contribution to high school and college texts has had experience, and this has taught him how to deal with the problem of making principles clear to the student mind. He treats a hackneyed subject freshly. Young teachers as well as students of the science of argumentation and the art of effective oral delivery will derive practical advantage from the perusal of this book.

Grammar in Action. By J. C. Tressler, Head of the Department of English, Richmond Hill School, New York City. Cloth, 285 pages. Price, D. C. Heath and Company, Boston.

The indispensability of instruction in grammar as a foundation on which to build other work with the mastery of English for its aim might have required to be argued once, but that necessity does not exist today. Perhaps if the subject of grammar had always been treated with the clearness and freedom from pedantry characteristic of this compact presentation prejudice against it would not have arisen.

Check Book. J. Practice in Junior English, Form J. Detachable cover of leatherette, with cloth back; 70 pages. Price, D. C. Heath & Co., Boston.

Each page contains the answers to exercises on pages correspondingly numbered in "Practice Leaves in Junior English;" moreover, the pages match also line by line, making the detection of errors by comparison the work of only a fraction of a moment, and saving the time and labor of the teacher for more important duties. With a sufficient number of copies of the Check Book at command, each pupil may be the detector of his own mistakes, the problem element, which is not to be neglected, being preserved by the precaution of not taking out and handing to the pupil the page of the Check Book containing the key to his lesson till after his exercises have been completed.

Catholic Summer School of America

FORDHAM UNIVERSITY EXTENSION COURSE

July 1st - 27th, 1929

Education—French History
English—Spanish—Philosophy
Music

UNIVERSITY CREDIT

May be obtained in an ideal climate and amid delightful surroundings on the shores of Lake Champlain, at Cliff Haven, N. Y.

Rev. Francis P. Duffy, D.D.,
President, Catholic Summer School

Rt. Rev. Mgr. Michael J. Lavelle, LL.D.,
Chairman Board of Studies

Rev. William J. Duane, S.J.,
President Fordham University

Rev. Miles J. O'Malley, S.J.,
Dean of Fordham University Courses

Maurice E. Rogahn, Ph.D.,
Director of Fordham University
Courses

Write for full information as to
Courses or General Vacation to

C. A. WEBBER

Secretary

44 Court Street, Brooklyn, N. Y.

Plays for Catholic Schools

Better Than Gold (For a May Festival or Graduation)	40c
A Day With Peggy (One-Act Comedy for girls)	35c
The Young Professor (One-Act Play for boys)	35c
Children of Nazareth	35c
St. Patrick's Medal	35c
Mother's Birthday	35c
Little Saint Teresa (of Spain)	35c
Saint Teresa's Roses (the "Little Flower")	30c
A Crown for the Queen of May	35c
Katy Did (for girls and boys)	35c
A Happy Mistake (for girls and boys)	35c
The Step-Sisters	35c
Schoolgirl Visions (for Graduation)	35c
Their Class Motto (for Graduation)	35c
A Shakespeare Pageant (for Graduation)	40c
Plans for the Holidays	30c
The Bandit's Son (Mission Play for boys, relating to the present troubles in China)	35c
Pearls for the Missions (for girls)	30c
Queen Esther	40c
Mary Magdalen	40c
Three Gifts for the Divine Child (Christmas Play for Girls)	30c

All plays payable in advance by money order. Bank checks will not be accepted unless accompanied by 15 cents to pay for exchange. No plays sent on approval or exchanged. Complete Catalogue, 3 cents.

Address:

SISTER M. AGNES
1410 Mount Royal Boulevard,
Outremont, Montreal, Canada

School and Church Plays

The Little Flower. A Shower of Roses.
A Rose from the Little Queen.
St. Catherine.
That Child Labor Amendment.
The Graduates Make Their Choice.
Sweetness Comes to Earth.
A Christmas Play. "Peace, Be Still."
50 cents each, payable in advance.
Plays not Exchanged or Returned
Address: **SISTER MARY GILBERT**
St. John's Academy, 816 Union St., Schenectady,
N. Y.

Better High School English, Through Tests and Drills. By Garibaldi M. Lapolla, Chairman English Department, Thomas Jefferson High School, New York City, and Kenneth W. Wright, Chairman English Department, De Witt Clinton High School, New York City. Cloth, 138 pages. Price, 85 cents net. Noble and Noble, New York.

The entire contents of this compact book are devoted to corrective English. There are diagnostic tests based on the ninety-seven most common errors in oral and written English. There are drill exercises to correct faults in grammar. There are final tests to determine after practice whether a pupil is in need of additional drill. In addition to these there is a key for checking the diagnostic and final tests. A very practical book.

Health and Physical Education for Elementary Schools. By Alonzo Franklin Myers, Director of Teacher Training, Ohio University, and Ossian Clinton Bird, Director of the Department of Physical Education, Ohio University. Cloth, 342 pages. Price, \$1.50 net. Doubleday, Doran & Company, Inc., Garden City, New York.

The programme which this book presents is modern, and the volume is likely to prove helpful to those engaged in or preparing for elementary teaching. Among the subjects to which special attention is directed are mental hygiene, the teaching of health habits, communicable diseases and their prevention, the correction of physical defects, first aid, the supervised playground types of activities, athletics, and informal calisthenics. The concluding chapters are devoted to consideration of activities suitable for each of the grades from the First to the Sixth.

Statistics for Beginners in Education.

An Elementary Presentation and Explanation of Sixty-Two Terms in Educational Statistics. By Frederick Lamson Whitney, Ph.D., Department of Educational Research, Colorado State Teachers College, Greeley, Colorado. Cloth, 123 pages. Price, \$1.50 net. D. Appleton and Company, New York.

What is a "grade?" What is "success" in Fifth grade arithmetic? To these and to many other questions involving educational terminology could definite and satisfactory answers be returned by novices preparing to enter the profession of teaching? Teaching is beginning to have a language of its own. The object of this little book is to make that language have explicit significance for those preparing for teaching. It will go far to assist them in understanding what they read in the contemporaneous literature of their profession.

Tiny Tail and Other Stories. By Kathleen Beardsley Andrew, Dayle Borden Prall, Daisy A. Bestor and May A. Hale. Illustrated by Ludwig and Regina. Cloth, 128 pages. Price, 70 cents net. Beckley-Cardy Company, Chicago.

Better Living for Little Americans. By Edith Wilhelmina Lawson, A.B., Primary Teacher, Barbour School, Rockford, Ill. Illustrated by Dorothy Saunders. Cloth, 160 pages. Price, 70 cents net. Beckley-Cardy Company, Chicago.

Stories from these attractive books may be read to First Grade children by the teacher. They are suitable for supplementary reading in the next two grades. Children of the Fourth Grade will profit by them if they find them on the library table. The books contain a variety of interesting reading in prose and rhyme.

The Testing of Al Bascomb. By Rev. H. J. Heagney. Cloth, 164 pages. Price, \$1.25 net. Benziger Brothers, New York.

Girls as well as boys read this breathless tale of present-day adventure in the American West with eager interest and hearty sympathy for the wholesome young Catholic boy and girl who are its principal characters. The author seems to have observed animals with an eye as keen as that which has enabled him to depict human beings to the life. Incidents follow one another in rapid succession from the first page of his thrilling story to the last. There is no "high-brow" language in the book, which gives every-day speech as one would be likely to hear it in the cowboy country, though innocent of vulgar expletive or pernicious slang.

The Sanity of Sanctity. Simple Reflections on the Common Sense of Holiness. By Rev. J. E. Moffat, S. J., Author of "The Morning Sacrifice," "Pray the Mass," etc. Cloth, 169 pages. Price, \$1.50 net. Benziger Brothers, New York.

This latest of Father Moffat's admirable contributions to reading for laymen as well as the religious is aptly described as "a straight-from-the-shoulder discussion of the things that really matter." Is it worth the sacrifices it entails to live a life that will be pleasing to the Maker of Heaven and Earth? Father Moffat makes a powerful argument to convince the doubtful of the wisdom of acting in conformity with the belief that God made His children to serve Him in this world and be happy with Him forever in the next.

Chalk Talks, or Teaching Catechism Graphically. (Based on the Baltimore Catechism.) Part I. Teacher's Edition. By Jerome F. O'Connor, S. J., and William Hayden, S. J. Paper covers, 43 pages. Price, 15 cents net, discounts for quantities. The Queen's Work Press, St. Louis, Mo.

The Catechism in pictures is attractive to young people and makes an easy approach to their understanding. All the equipment required by the teacher is comprised in a black-board and some pieces of colored chalk. Making the drawings is very simple, and skill is acquired by practice. The children are attentive, and gain clear impressions of the fundamental truths of religion.

Summer Session

Milwaukee State Teachers College

JUNE 22—AUGUST 2

A wide variety of cultural and professional courses offering credit towards a degree.

Visiting instructors of prominence.

Special courses in Nursery, Kindergarten-Primary, Elementary, Secondary, Rural, Deaf, Art and Music Education.

Complete Summer School
Announcement furnished upon request.

Academy of Our Lady

95th and Throop Sts., Chicago, Ill.

Accredited Boarding and Day School for Girls

Conducted by the School Sisters of Notre Dame

College and Normal Preparatory,

Domestic Science, Music, Art

Address Sister Secretary

ATTENTION! SISTERS!

Do you know that there is a Factory Manufacturing Sisters Shoes Exclusively at Factory Prices?

Write to

A. J. SCHOENECKER
SHOE CO.

1030 27th Street
Milwaukee, Wis.

For Folder and Prices

For Teachers and Clergy

Waukesha

ROXO

Water, Ginger Ale

Waukesha Roxo Company

Telephone Broadway 5030
118 Jefferson St., Milwaukee, Wis.

HEALTH WORK FOR PRIMARY GRADES

Packet 1 contains 10 plates of wording and 10 colored illustrations, all on the subject of Health. Wording to be used as a Reading lesson and illustrations for Oral English, Spelling and Hygiene. Price, \$.60 per packet.

Packet 2 contains 20 outlines to be colored for Art work which impresses the child with Hygiene. Price, \$.40 per packet. Address C. R. BLOOMER, 161 Third Street, Stewart Manor, Garden City, L. I., New York.

¶ The firms whose advertising appears in The Journal are by their material support, making its publication possible and the publishers commend them to you with the assurance that your patronage will be appreciated.

KINDERGARTEN and PRIMARY TEACHING

(Continued from Page 114)

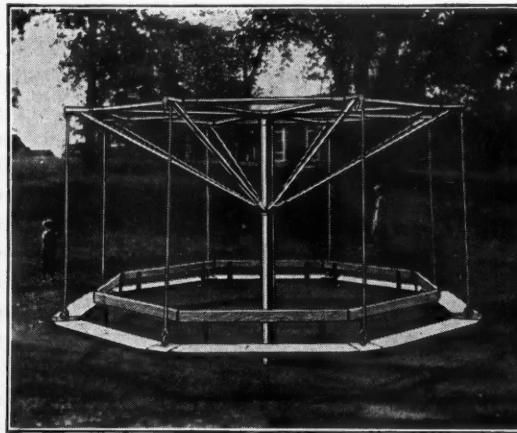
a variety of phases. A very effective method of presentation consists in the adaptation of certain phases to the various seasons in the year. Thus, for example, September is devoted to the study of autumn's richest fruits and flowers. The circus makes its yearly visit in the fall, which furnishes much material for the study of animal life. Next comes October, with the discovery of America and Hallowe'en. The study of Indian life makes interesting sandtable work. November brings more history, with the landing of the Pilgrims and the celebration of the first Thanksgiving Day. Here is a marvelous opportunity for an ideal correlation of reading, spelling, number work, English, music and drawing. Next comes December, which is about the most interesting month for little ones, for what little child does not enjoy the sweet Christmas story of the birth of the Infant Jesus'. And then there are Santa Claus and the indispensable Christmas Tree. January is a bleak and dreary month. Much tact is required to make bright the cold and disagreeable days; however the study of our queer little Eskimo friends makes good work in geography, with its accompanying sandtable. February, the month of the study of great men and patriotism, arrives at last. It is needless to say how enjoyable this month can be made in the schoolroom. March is the month for the study of Dutch life, and of the winds and clouds. April usually brings Easter and spring flowers; May, the birds and the butterflies, and thus the year passes, with all this interesting material, which furnishes an ideal correlation for all the primary work. Dramatization and versification develop the power of creative thinking, of observation, and of creative sympathy. In this manner all the work of the primary grades may be directed to a cultivation of aspirations that soar to a respect and love of God's gifts. The glory of God's creation is revealed and the child is put into the possession of a wealth of heaven-tinted ideas which will enable him in later years to say more truly, "How wonderful are Thy Works, Oh Lord!"

Is not this sublime aim of Education a truly Missionary work and worthy of our every effort? Some educator has said, "No culture is too high, no attainment too exalted to bring into the classroom of the youngest child." Such is the opinion of those who appreciate the real value of kindergarten and primary work. If we give our best to this sublime task, we must inevitably experience beneficial results both in the lives of our pupils and in an ever-increasing interest in Christian Education, for as Froebel has beautifully expressed it, "The clearer the thread that goes backward through our lives to our childhood, the clearer will be our onward glance to the goal."

IMPORTANT! The Journal employs no agents, as the nominal yearly fee will not permit this added expense. In paying subscriptions, do not pay anyone unknown to you personally. Any canvassing agent (other than recognized established subscription agencies) claiming to represent The Journal is a fraud. Most of our subscribers remit direct to The Journal and thus have first hand attention and assume no risk.

For the Attention of Superiors

¶A Reliable Reference for Buyers—Directory of Supplies and Equipment. Please Turn to back section of magazine.



Whirl-Around Swing

Diameter, 12 feet; will accommodate fifty children at a time.

Price \$175.00 F. O. B. Factory

No. 14 Catalogue illustrates our complete line.

American Playground Device Co.

Anderson, Indiana

The SACRED HEART APOSTOLIC SCHOOL, GENEVA, ILL.

needs additional space for the students who have heard the Lord's call and are anxious to devote their lives to Home and Foreign Mission work, following Christ's command:

Go, teach all nations

THE majority of the students of the Sacred Heart Apostolic School is recruited from the ranks of the poor and therefore, the maintenance of this institution and the education of young missionaries gives those who cannot personally preach God's word to the pagans, the opportunity of sharing in the rich spiritual treasures accumulated by the apostolic men who offer their lives in the service of Him Whose Sacred Heart broke in death that we may live.

Your Help is Needed! We have many promising vocations, but we may lose them and with them the fruits of the labors of enthusiastic workers in the Lord's vineyard, unless we can find the assistance of high-minded friends.

A sum of \$25,000 is needed immediately. Please contribute as liberally as you can so that the motto of our Society be realized:—

May the Sacred Heart of Jesus Be Loved Everywhere! Amen.



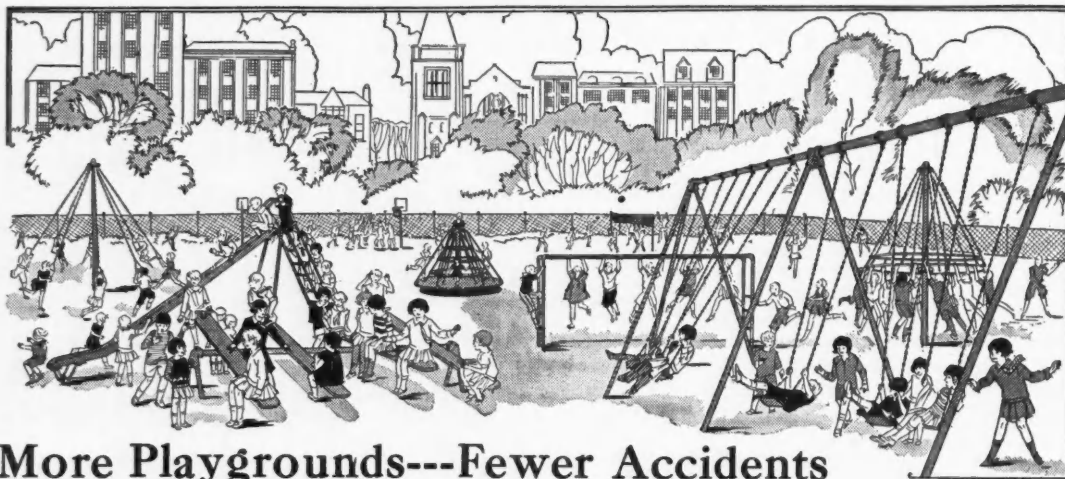
SACRED HEART MONASTERY
227 So. Lake St., Aurora, Ill.

In honor of the Sacred Heart of Jesus I am herewith sending you my donation of \$_____

Name _____

Address _____

City and State _____



More Playgrounds---Fewer Accidents

Keep the children off the streets — give them good playgrounds with plenty of fun-making, muscle building, health developing equipment—and yours will be a town where accidents involving children are few and far between.

For 21 years, Everwear Playground Apparatus has been recognized as the standard of quality. Built to withstand the abuse of after-hours roughnecks. Embodies every element of safety human ingenuity can devise. Playable as though the kids themselves had planned it.

Schools, institutions, cities — the country over — which have equipped their playgrounds with Ever-

wear Equipment have found it superior. Also more economical, because of its greater durability.

Send for Catalog No. 20 which gives complete information. Lists 161 different models and sizes of apparatus with which to plan your playground.

The Everwear Manufacturing Company
Dept. 27 Springfield, Ohio

EverWear
PLAYGROUND APPARATUS

Just Published

Strayer-Upton Arithmetics

LOWER GRADES

MIDDLE GRADES
Manual for Teachers

HIGHER GRADES

The Outstanding Features of this Series are:

- I. Careful and exact grading of all work included for each book, each grade, and each topic.
- II. Practical problems selected through a study of the actual computing business world.
- III. Clear cut explanations.
- IV. Particular emphasis on various modern teaching devices.
- V. Unusual attention paid to arithmetic language.

American Book Company

330 E. 22d Street, Chicago, Illinois

New York

Cincinnati

Chicago

Boston

Atlanta

PYRAMID NATURAL SLATE BLACKBOARDS OUTLAST THE BUILDING



**Your
Blackboards**
*will be in the same GOOD
CONDITION . . . if they are of*
NATURAL SLATE

AT THE END of a long term of constant use you will have no worry about replacing your blackboards if they are of *Pyramid Natural Slate*. This genuine natural product with its velvet-like writing surface will not crack or peel, for there is no finish to wear off. It is the same solid blackboard all the way through. Thin surface layers that chip

and peel will give you constant trouble, and for the good of your school nothing but slate should be used for blackboards that must give service.

The fine even grain and compact non-absorbent structure of slate make it possible to thoroughly cleanse your blackboards. Chalk dust that grinds into porous imitation surfaces cannot affect the dense solid structure of *Pyramid Slate*. It is fire, wear and water proof and in "*outlasting the building*" gives you a real investment in economy that cannot be equaled.

Cut out this advertisement today. Just write your name on this page and we will forward you without cost or obligation to you a book on *Slate Blackboards* and another interesting volume containing a colorful, picturesque story of the quarrying of slate. Mail this page today. You will be repaid in dividends of constant satisfaction and service.



NATURAL SLATE BLACKBOARD CO.

650 Robinson Avenue, Pen Argyl, Pennsylvania

BRANCH OFFICES IN ALL PRINCIPAL CITIES

PAINE, WEBBER & CO.

Established 1880

Stocks, Bonds, Investments

Members—

New York Stock Exchange
 New York Cotton Exchange
 Chicago Stock Exchange
 Chicago Board of Trade
 Boston Stock Exchange
 Detroit Stock Exchange

E. J. FURLONG, Resident Partner

367-373 Broadway Tel. Broadway 8700
 MILWAUKEE, WIS.

Art principles cannot be learned from books alone. Pictures are necessary to bear out the facts. The UNIVERSITY PRINTS offers a splendid collection of inexpensive prints covering thoroughly the entire field of art.

Catalogue sent on request

Halftones 1½c ea.
 Grade Sets 15c

Colored 4c ea.
 Sample Set 25c

UNIVERSITY PRINTS

5 Boyd Street

Newton, Massachusetts

Hotel Atlantic Chicago

450 Rooms
 \$200 Up

Cafe
 of
 National
 Reputation



ROESSLER & TEICH, Props.

Clark near Jackson Blvd.

FREE

Copy of the **NORMAL INSTRUCTOR**
 June 1929 *and* **PRIMARY PLANS**

with its **NEW ROTOGRAVURE PICTURE SECTION**
 presenting **Visual Aids for Teachers of All the Grades**

Normal Instructor - Primary Plans, the recognized leader among educational magazines, announces a new feature of the greatest value and helpfulness to teachers.

Each issue, beginning with June, will contain an eight-page Rotogravure Picture Section, consisting of educational pictures carefully selected for their value as visual aids in the teaching of geography, history, nature study and other subjects. The rotogravure process of printing insures the most faithful reproduction of all the details of the original pictures.

The eight-page Rotogravure Picture Section will be in addition to all of the many other helpful departments and features heretofore contained in

The Most Helpful Teachers' Magazine Made Even Better

each issue of the magazine. In other words, the magazine is being made eight pages larger by the addition of this new feature.

○ We would like to send to every teacher, who is not a subscriber to Normal Instructor-Primary Plans, a sample copy of the June issue which is now in print and which contains the new Rotogravure Picture Section. Even though you are familiar with the magazine, you will want to see this new feature and test it in your work.

Simply write your name and address in the coupon below, mail to us and a copy will be immediately forwarded to you without charge.

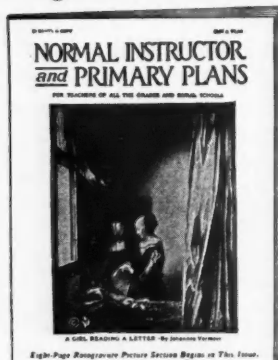
MAIL THIS COUPON NOW!

F. A. OWEN PUBLISHING CO., Dansville, N. Y. [Cath. S. J.]
 Please send me without charge or obligation a specimen copy of the June issue of Normal Instructor-Primary Plans containing the new Rotogravure Picture Section.

Name.....

St. or R. F. D.....

Post Office.....State.....



F. A. Owen Publishing Company
DANSVILLE, N. Y.

Directory of Supplies and Equipment

DO YOU TEACH SCIENCE?

Physics—Chemistry—General Science—Biology—Agriculture.

If so you should have our new catalog No. 38S. Prices have been reduced and you can now secure Milvay laboratory equipment at no more expense than ordinary science supplies cost. Our prompt service and high standard of quality makes our science materials most economical. If you teach any of the above sciences send for the free 450 page catalog today. Every page will interest you.

CHICAGO APPARATUS COMPANY

1735 No. Ashland Ave.

Chicago, Illinois

CORRESPONDENCE COURSES

HARMONY, COUNTERPOINT,
CANON & FUGUE,
GREGORIAN CHANT

by

REV. F. JOS. KELLY,
Mus. Doc. F. R. C. O.

Holy Name Institute
9844 Woodward Ave., Detroit, Mich.

Special rates for classes of three or more

Stage Scenery Universal Scenic Studio

(Incorporated)

378-380 FIFTH STREET
MILWAUKEE

TYPEWRITERS

\$3.00 Down, \$5.00 per Month.

Invincible Rebuilt Typewriters. All makes, fully guaranteed. See us before buying. Low Rental Rates.

American Writing Machine Co.

Phone Grand 523 127 Second St.
Milwaukee, Wis.

FROM THE CONVENT OF THE SACRED HEART

Sister Superior Endorses Merit of Father John's Medicine for Children

The Greatest Body Building Tonic

Writing from the Sacred Heart Convent at Newport, Vt., the Sister Superior in charge says, "We have here a large boarding school and as soon as we see a child without appetite or not feeling well, we have him take Father John's Medicine. I think it is the best remedy for children." (Signed) Sister Mary Alexandrine, Superior Sacred Heart Convent.

Over 184 other institutions use and endorse Father John's Medicine, having proved its value for colds and body building over a long period of years. Safe to use because it contains no drugs.

Be careful what you take for a cold. Remember that Father John's Medicine is absolutely free from dangerous drugs, and has had more than seventy years' success for colds and throat troubles.

¶Directory of Supplies and Equipment—A reliable guide for buyers.

Motion Pictures Can Help You in Your Work

Pupils Do Not Forget

Lessons Taught With the Aid of Motion Pictures

What the Eye Sees

The Brain Records Indelibly

Hundreds of Educational Films are Available

Acme Portable Projectors

Will Project Them Brilliantly In School or Parish House

Write for Pamphlets W-9

International Projector Corporation — Acme Division

90 Gold Street, New York, N. Y.

Directory of Supplies and Equipment

KNOW HOW

To Teach the Leading Handwriting System

The Palmer Method Plan of teaching handwriting provides an easy way for teachers to qualify and to secure outstanding results.

The Palmer Method Primary Plan is Scientific

Palmer Method textbooks have kept pace with modern educational thought and are in harmony with modern courses of study for primary and elementary schools. The Primary Plan which has been so fruitful in good results provides for teaching correct handwriting habits of posture, penholding and movement from the beginning.

Complete information about the Palmer Method Handwriting Plan will be sent on request to teachers everywhere. Address

THE A. N. PALMER COMPANY

Dept. C.S.J.

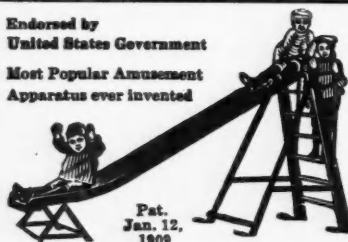
New York City

Chicago, Ill.

Cedar Rapids, Iowa

Portland, Oregon

Endorsed by
United States Government
Most Popular Amusement
Apparatus ever invented



Pat.
Jan. 12,
1909

Playground Apparatus

We carry a complete line of playground apparatus especially adapted for school use. Hundreds of schools throughout the United States have their playgrounds equipped with Tothill slides, teeter-totters, giant strides, etc. Our playground apparatus is durable, strong and safe, and every piece leaving our factory is guaranteed. Write today for our catalog on Playground Apparatus.

W. S. TOTHILL 1805 Webster Ave.,
CHICAGO, ILL., Est. 1875

HALF HOUR PLAYS

One for every child. 10 cents each

The Boston Tea Party
The Bishop's Silver Candlesticks
Rip Van Winkle
Capt. John Smith and Pocahontas
Robin Hood
Christmas at the Manor Hall
Rumpelstiltskin, also

Parliamentary Law for Young People
(For club and class use)

10 cents each; special rates for 50
of any of these

AUDITORIUM PRESS

New Address:

Lake Lure, N. C.

Milwaukee Consolidated Music Co.

Successor to

ROHLFING SONS MUSIC CO.

NAU & SCHMIDT MUSIC CO.

Everything in Music and

Musical Merchandise

126 E. Wells Street

MILWAUKEE

—Mail orders given special attention—

The TEACHERS EXCHANGE

of BOSTON 120 BOYLSTON ST.

Recommends Teachers Discriminatingly

STAGE SCENERY

TIFFIN

Scenic Studios

TIFFIN, OHIO

SEND FOR CATALOGUE

LATIN GAMES

Latin Noun Games.....50 cents each
Five Different Verb Games.....35 cents each
Three Latin Sentence Games, affording practice in the use of nouns, especially in the dative and accusative, nominative and ablative and locative cases. 50 cents each. 3 for \$1.25.

Write for descriptive circulars.

THE LATIN GAME CO.

118 N. Meade St. Appleton, Wisconsin

KRUS

ENGRAVING
COMPANY

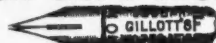
233-235 Milwaukee St. MILWAUKEE, WIS.
Phone BR 3-407

JOSEPH GILLOTT'S

STEEL PENS

The Standard Pens of the World

Gold Medals, Paris, 1878 and 1889.
Highest Award at Chicago, 1893.



Selected Numbers:

303, 404, 604 E. F., 601 E. F., 333
1044, and Stub points 1000, 1043.
For Vertical Writing, 1045, 1046, and 1047
ASK YOUR DEALER FOR THEM

Distributors:

ALFRED FIELD & CO., Inc.
83 Chambers St., New York

Repairing Promptly Attended to

William G. Williams

Contractor and Builder

STORM SASH, WEATHER STRIPS
& WINDOW SCREENS a SPECIALTY
School and Clergy Trade Invited

352 Jackson St., MILWAUKEE

Manufacturing of

Fraternal and
Religious Jewelry
Nurses Badges.

Class Rings and Pins

FRED J. THELEMAN

Office and Factory
133 Second Street Milwaukee, Wis.

VICTOR Portable
STEREOPTICON



has established the
world wide standard of
Projection Excellence

HUNDREDS OF ILLUSTRATED
LECTURES FOR RENTAL

Victor Anniograph Co.

Victor Bldg.

Davenport, Iowa.

WRITE FOR
SPECIAL EASY TERMS

PLAYS

Speakers, Dialogues and Entertainments. Address Dept. F.
Catalogue free on request
AMES PUB. Co., Clyde, Ohio

Van Ryn and De Gelleke Architects

726 Caswell Building

Tel. Br. 8787

MILWAUKEE, WIS.

School Books

also College Books of all Publishers, new and used at reduced prices. We can save you money on all the books you have to purchase and will accept in part payment any text books you may wish to dispose of if salable with us. Tell All Your Friends. There is no School or College Book, or Reference Book published that we cannot furnish.
BARNES & NOBLE, Inc., 78 Fifth Ave., N. Y. City

PLAYS!

PLAYS!

We have the newest and most attractive, as well as the largest assortment of plays in the world. Send four cents for our new list.

SAMUEL FRENCH

Oldest play publishers in the world
25 West 45th St., New York City

Girls' School Uniforms
Graduation & Confirmation
Dresses

Best values in the country. Catalogue and samples sent upon request.

H. GROSS & CO., Manufacturers
553 8th Avenue New York

No. 2 Art
Seal Press
with School
Name and
Location
\$6.00

AMES AND ROLLINSON

DIPLOMA

BEST QUALITY AT MODERATE COST—FOR 1 OR 1000

DIPLOMA

206 BROADWAY NEW YORK

Gold Seal
50c for Box
of 50
Wafers

Red, Green
or Blue
40c for Box
of 75

Write for catalogue of 40 different designs—circular showing 19 forms in size 9½ x 12 inches. Leaflet of styles for graduates name—circular describing diploma in book form.

Directory of Supplies and Equipment

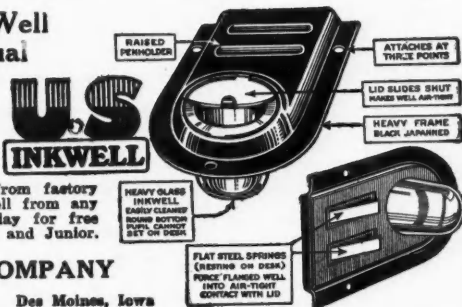
A Replacement Well Without an Equal

The U. S. Inkwell takes care of replacements more quickly, and costs less than any other school desk inkwell that is made. It is noiseless—it is dust-proof, and the student cannot tinker with it or spill ink easily. We will supply your school direct from factory or you can get the U. S. Inkwell from any school supply jobber. Write today for free samples of the two sizes, Senior and Junior.

U. S. INKWELL COMPANY

410 S. W. 9th St.

Des Moines, Iowa



PAYSON'S INK
FOR MARKING CLOTHES
 USED THE WORLD OVER FOR 100 YEARS
 All Stores or Sent Prepaid 30¢
 PAYSON'S INK CO.
 37 HENSHAW AVE. - NORTHAMPTON - MAS.

Any Translation

We can supply Literal (75c. each), Interlinear (\$2.00 each), Parallel Text (\$1.50 each), and Fully Paraphrased Translations (\$2.00 each) of Caesar's Gallic War, Cicero's Orations, Virgil's Aeneid, and Translations of other Ancient and Modern Classics. We can also supply any Dictionary published, including the well known Students' French, German, Italian and Spanish two-part Dictionaries, at \$1.25; Noble's Large Type Spanish-English, English-Spanish Dictionary, at \$4.00 postpaid. Cash with order.

TRANSLATION PUB'G CO., 16 FIFTH AVE., N. Y. CITY

PLAYGROUND APPARATUS for PAROCHIAL SCHOOLS

MITCHELL MFG. CO.

1707 Forest Home Ave.

Milwaukee - - - Wisconsin

Send for a Free Catalog and Prices

THE DRAPER SANITARY ROLLER SHADE



Patented

The Draper Line of Adjustable Cotton Duck Shades Meets School Requirements

Manufactured by The Luther O. Draper Shade Co. Spiceland, Ind.

THE NEW WIDE AWAKE READERS

By CLARA MURRAY

Copiously illustrated throughout

The first three books have all pictures in color. Colored pictures appear also in all the other books in the series.

Three essentials have been carefully observed:

Child Interest
 Careful and Even Grading
 Abundance of Reading Matter

Whether or not you knew the Old Wide Awake Readers you ought to become acquainted with the New Wide Awake Readers.

THE NEW WIDE AWAKE JUNIOR, 65 cents; FIRST READER, 70 cents; SECOND READER, 70 cents; THIRD READER, 75 cents; FOURTH READER, 85 cents.

LITTLE, BROWN & COMPANY

34 Beacon Street, Boston
 221 East Twentieth Street, Chicago

"OLD FAITHFUL" SCHOOL ART MATERIALS
 Blackboard Chalks, Paste, India Pencil, "Milo" Modeling Material
 "PRANG" WATER COLORS AND CRAYONS
 MADE BY THE AMERICAN CRAYON COMPANY
 CATHOLIC EDUCATIONAL DEPT. SANDUSKY, OHIO

Fieglers' CHOCOLATES
 Milwaukee

"A Dainty Delight"

Start a Band—Play "At Once"



Without practice or study—without musical training whatever—children can produce fine orchestral effects, on these wonder SONG-O-PHONES.

You hear the tune and rich mellow music issues forth, equal to a brass band.

Hundreds of successful pupil bands attest to the popularity of these quickly played instruments.

We will furnish SONG-O-PHONES for a ten piece band, including Cornets, Trombones, Saxophone, Bugle, Bass horn, etc., for \$14.40, or larger size, \$20.70. The children will enjoy it, you will find it an excellent way to develop their musical sense.

Send today for catalog and make your selection. Inexpensive, 70c to \$3.25 each.

THE SONOPHONE COMPANY

Dept. J, 548 Wythe Ave.,

Brooklyn, N. Y.



The Little Flower of Jesus

An inspiring slide portrayal of the life of this most glorious Saint. Rental charge of set, beautifully handcolored, with lecture \$2.50.

Write for catalog Catechism Slides
 Victor Animatograph Co.
 181 Victor Bldg., Davenport, Iowa

ORATIONS DEBATES ESSAYS, Etc.

prepared to order on given subjects. Manuscripts revised, reconstructed, and typed. Outlines furnished. Translations made. Twenty-six years' experience.

MILLER LITERARY AGENCY
 211 Reisinger Ave., Dayton, Ohio



Complete Your Education

by Correspondence. High School, College and Professional Courses. Home Study Bulletin FREE. Teachers' Professional College, Washington, D. C.

Applying new principles

Growth in Spelling

By Edward L. Thorndike and Julia H. Wohlfarth

An outstanding modern speller by two distinguished authors that applies:

1. The psychology of learning.
2. The findings of exhaustive analysis of word lists.
3. The facts of school life.

Send for further information

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
 2126 Prairie Avenue, Chicago

Patronize The Journal's Advertisers

\$1.00 or \$1000

Millions of Dollars Are Given Annually by Our Separated Brethren for their Home Missions

Five Million Dollars For Our Home Missions Is Only a Drop in
the Bucket to What Others Are Giving to Their Churches

EVERY NOW AND THEN during the past year, the people of the United States have been astounded by the large contributions made to sectarian churches. There has not been one outstanding gift to the Catholic Church which can take its place on a par with those made to other churches. No Catholic millionaire left a million dollars to the Catholic Church during the past year. Some day a Catholic millionaire is going to leave one million dollars to the Catholic Church and his or her name will be held in benediction forever.

"IF I HAD A MILLION DOLLARS I would take it and give it to charity," is the remark that we often hear from some of our friends. The trouble with most of the people who come into a lot of money is that they forget the demands of charity. If you had a million dollars you would give as much of it to charity, proportionately, as you are now giving. Heirs do not change their skins overnight any more than the wildcat. The upbuilding of the Catholic Church in the United States has been accomplished more by the pennies of the poor than the dollars of the rich. One does not need to be wealthy to contribute to his Church or his favorite charity.

HAVE YOU EVER FIGURED OUT what portion of your income you give to the Church and to Charity annually? Grab a pencil and find a piece of paper and work it out now. It is an exceptional man who gives 5 per cent of his income to the works of the Church. We hope you are one of the exceptions, because if you are you will be interested in what we have to say here.

DURING THE PAST FEW MONTHS, fifteen consecutive ads of the Six Million Dollar Fund of the Catholic Church Extension Society have appeared in this paper. How many of them did you read? Did you send anything to the Fund? Did you write us a card for the pamphlet explaining the Fund? Will you sit down today and write us a letter telling us what you think about the Fund, even though you cannot do anything for it? We are trying to raise Six Million Dollars for the Home Missions along the following lines:

THE MISSION STUDENTS' ENDOWMENT FUND is to consist of one thousand donations of \$1,000 each from prelates and priests, the interest on which is to be used for the education of young men for the priesthood. After the Fund is in operation, it is proposed that a Bursar of \$5,000 be set aside in the name of the donor and the interest on the Bursar be used annually for the support of a student for the priesthood in memory of the contributor.

THE MISSIONS PRIESTS' ENDOWMENT FUND will consist of one thousand donations of \$1,000 each from Catholic laymen, and the interest on the Burses set aside in their name after the Fund has been collected and is in operation, will be used to support missionary priests with \$25 a month.

THE MISSION SCHOOLS' ENDOWMENT FUND proposes one thousand donations of \$1,000 each from Catholic ladies and the interest is to be used for the support of Mission Schools. Burses will be created in the name and memory of the donors in the same manner as those created for the prelates, priests and laity.

THE MISSION COMMUNITY ENDOWMENT FUND is an effort to raise one million dollars from one thousand religious Institutions, Religious Communities and Societies, who are asked to contribute \$1,000 each. Any Religious Community, Institution or Society contributing will have a Bursar named after it, and may use the interest on its Bursar for the education of a poor student for their own community, or in their own seminary, or for their own sisterhood, or for any other Home Mission purpose chosen.

THE MISSION CHURCH ENDOWMENT FUND. We hope to receive one thousand donations of \$1,000 each, in memory of beloved dead. This Fund of one million dollars will earn \$60,000 a year and it is proposed that this \$60,000 be separated into thirty Funds of \$2,000 each, and the \$2,000 be used for the building of a Chapel in the name and memory of the person in whose memory the donation was made.

THE MISSION NEEDS ENDOWMENT FUND suggested by a Catholic lady in the state of Texas, who wrote us a letter asking why we were only asking money for the Endowment Fund from rich people, was fully explained in last week's issue of this paper. This Sixth Million, if ever collected, will give us the interest of nearly \$60,000 a year to be used for the general purposes of the Society, such as subsidies for Bishops, donations for church goods, such as altars, vestments, chalices, Stations of the Cross, etc., besides taking care of the operating expense of the Society.

THIS IS THE LAST AD to appear in this paper on the subject of the Six Million Dollar Drive. If God has blessed you materially so that you can send us \$1,000 for any one of the Funds, you will be building a monument to your name and memory which will be handed down in the history of The Catholic Church Extension Society. If you can give us \$500, \$250, \$100, \$50, \$25, \$10, \$5, \$2, or \$1 NOW, it will be gratefully received. Help us to put a strong financial foundation to the work of the Home Missions in the United States and its Dependencies.

THE CATHOLIC CHURCH EXTENSION SOCIETY OF THE UNITED STATES OF AMERICA

180 North Wabash Avenue
Chicago, Illinois